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ABSTRACT

Information is repackaged to assist population education information centers in their goal of facilitating the appropriate dissemination and use of information. Repackaging of information refers to the presentation of information in more understandable, readable, acceptable, and usable forms. This manual includes (1) guidelines for choosing repackaging activities; (2) identifying user groups, their information needs and corresponding repackaging activities; and (3) strategies for repackaging of population education information. This third section on strategies for repackaging makes up the bulk of the document and formats discussed include: accessions list, bibliographies, selective dissemination of information, literature reviews, case studies, state-of-the-art, abstracts, excerpts/extracts, reprints, handbooks/manuals, packages, translations, directories/inventories, newsletters, news sheets, news service, and audio-visuals. Sixteen references conclude the document. (BZ)

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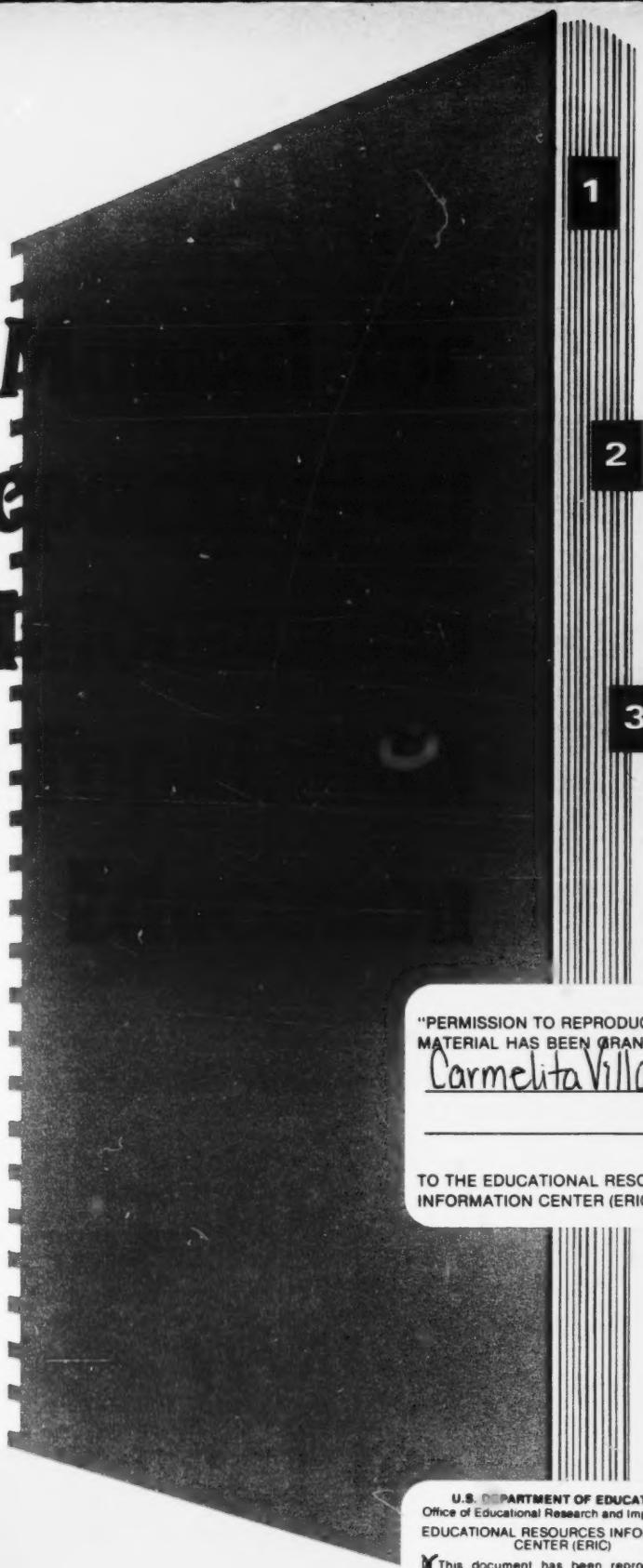

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Population Education
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UNESCO REGIONAL OFFICE
FOR EDUCATION IN ASIA AND
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Bangkok, 1986

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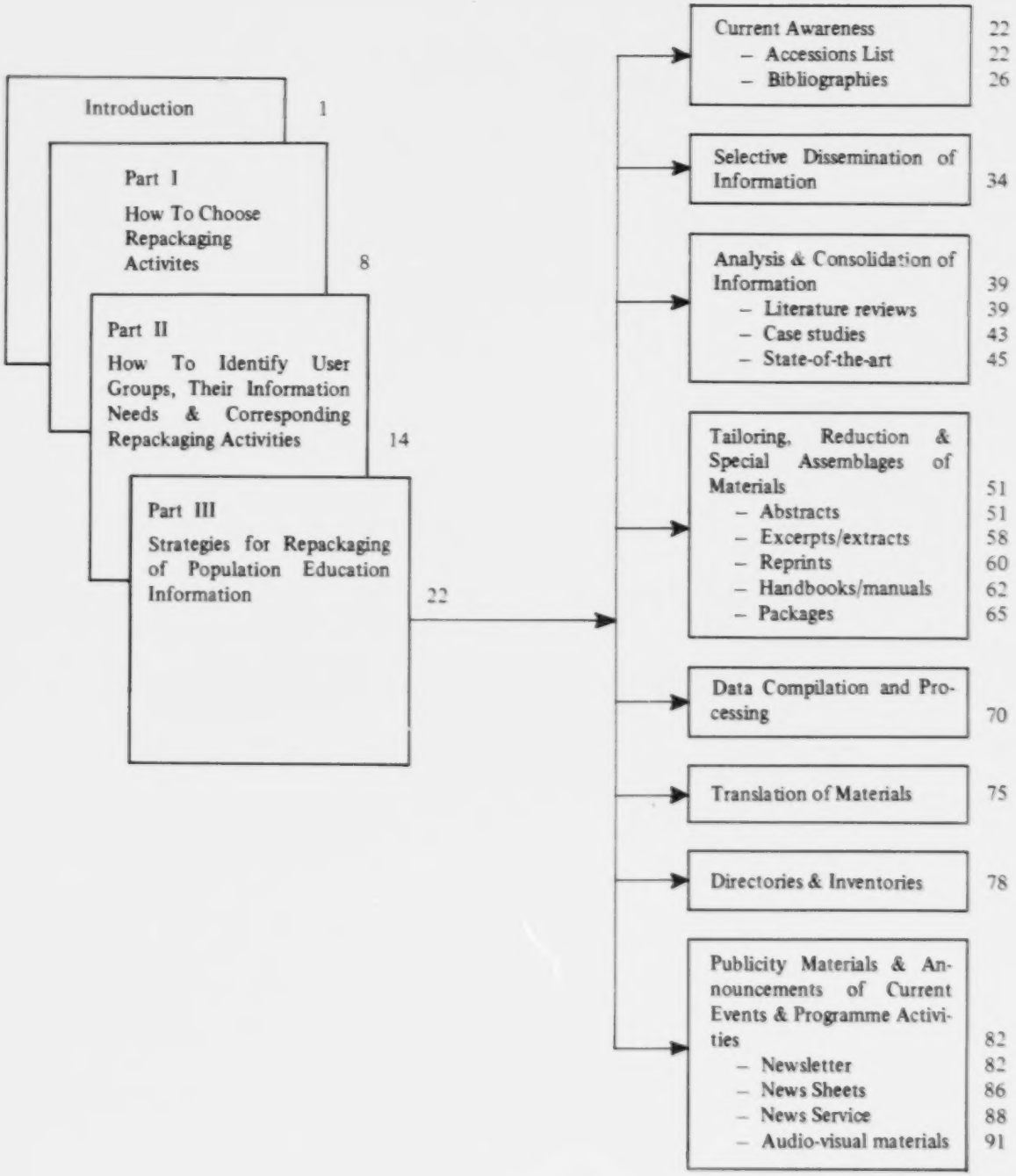
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INTRODUCTION

WHAT IS THE ROLE OF A POPULATION EDUCATION INFORMATION CENTRE?

The nature, scope, goal, approach and emphasis of a population education programme determine the role of a population education information centre.

NATURE

Population education is an educational programme designed to study the dynamics of population situation and its impact on the quality of life in the family, community, nation and the world.

SCOPE

Population education derives its content from population studies, demography and quality of life issues such as education, employment, health, housing, environment, food and nutrition, resources and economic development. It may also include family planning and sex education.

GOAL

Population education has the ultimate goal of contributing to the quality of human life now and in the future.

APPROACH

The teaching and learning of population education are characterised by systematic and scientific steps. Population education therefore lends itself to inductive, problem-solving and discovery learning processes.

EMPHASIS

Population education places emphasis on the clarification of values as learning strategies, enabling learners to base their decisions concerning population issues on their own set of values, norms and attitudes.

The Task: To deliver information from its point of generation to its point of utilisation.

Population education information centres therefore seek to assist population education programmes in the fulfillment of these five distinguishing characteristics. The most meaningful performance measurement of a population education centre is based on its ability to deliver population education information from its point of generation to its point of utilisation, and to help achieve the objectives of population education. The main goals are to facilitate the appropriate dissemination of population education information and to ensure its use, to promote better policy-making and management techniques in population

education, and to ensure more effective implementation of curriculum and materials development, personnel training, teaching and research and evaluation in population education.

WHAT IS THE RANGE OF INFORMATION HANDLED BY A POPULATION EDUCATION INFORMATION CENTRE?

A population education information centre handles a range of population education information related to :

- theories, principles, definitions and approaches in population education
- quality of life issues as they are affected by population dynamics and processes
- results of population education research and other activities
- strategies for integrating population education into different subject areas
- developmental programmes in the out-of-school sector
- actual lessons and curriculum materials on population education
- training and teaching methodologies used in population education
- population data, demography and policies
- curriculum and instructional materials development and personnel training in population education
- others.

WHAT ARE THE SERVICES OF A POPULATION EDUCATION INFORMATION CENTRE?

The services offered by population education information centres pivot on the goal of effectively disseminating population education information and ensuring its use. These services include :

- acquisition and organisation of materials
- enquiry services
- current awareness services
- selective dissemination of information (SDI) services
- documentation and publications
- redistribution and translation
- training in documentation services

- information exchange
- technical and advisory services in documentation and information.

These services maybe user-oriented (e.g. enquiry/reference service, referrals, current awareness), or user group and outreach-oriented (e.g. document distribution, translation services, redistribution).

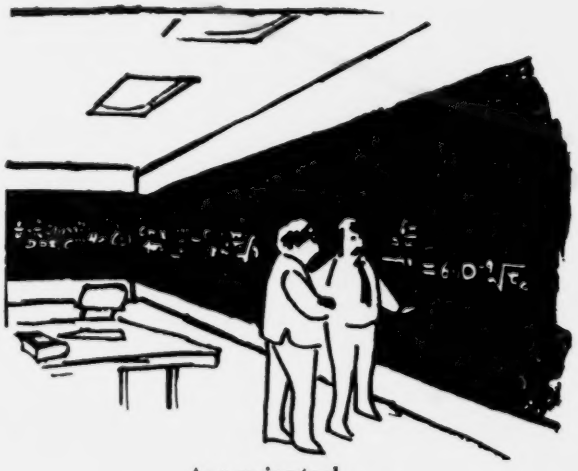
A user community consists of individuals who, by virtue of their professions, positions and activities, share common areas of interest and require similar types of information.

WHY IS INFORMATION REPACKAGED?

To assist population education information centres in their goal of facilitating the appropriate dissemination and use of information, information is repackaged. Repackaging of information refers to the presentation of information in more understandable, readable, acceptable and usable forms.

The repackaging of population education information serves the following functions:

- *as a saving tool* – User groups have little use for information over and above their requirements. The repackaging of information helps reduce the amount of time user groups may otherwise have to spend on laborious perusal



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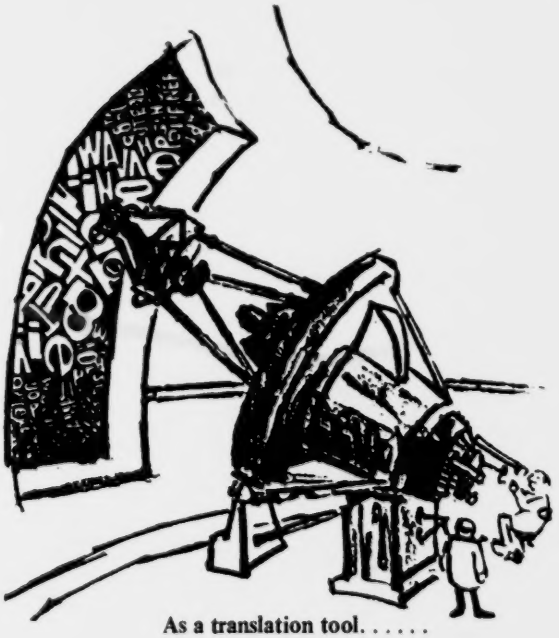


As a translation tool. . . . . .

and interpretation of various population education information.

- *as a selective and systematic sorter of useful information* – User groups should be provided not just with more information but more importantly with better and usable information, selected on the basis of their needs and presented in a language and a format most useful to them.

- *as a means for more extensive information transmission and delivery* – User groups are ensured wider access to useful information originally contained only in limited copies of publications available in libraries and documentation centres.

- *as a translation tool* – An increasing number of good materials are being prepared in various national languages and local dialects. These would have to be translated into a more commonly used language to ensure wide use.

- *as an opportunity for the practical application of research results* – User groups are provided an opportunity to correlate the world of practice with the wealth of information emanating from research studies, experiments and action projects through explicit policy and practical implications and recommendations.

- *as a means for the prompt delivery of relevant information* – User groups are kept updated on latest available population education information, a facility that is particularly made significant by the currently rapid generation of new information which may sometimes invalidate information preceding it.

HOW TO USE THIS MANUAL

Outreach population education information services, concentrating on the repackaging of information, will be the main emphasis of this manual.

PART I

Describes the factors which determine the choice of repackaging activities for population education information. These factors are as follows:

- characteristics and subject interests of potential user communities

- functions of specific population education information centres
- availability and capability of trained personnel
- budget allocation
- availability of reproduction facilities
- administrative policies.

PART II

Examines the audiences/users of a population education information centre. It will analyse the criteria and methods used to identify various user groups and their respective population education information needs, as well as their priorities/preferences for specific forms of repackaged information. The goal is to respond to their information needs and priorities with the most appropriate of repackaging activity.

The classification of user groups can be based on their shared information needs, and information absorption characteristics.

This part will also describe the ways by which to identify priority user communities, based on the following :

- USERS' response rate to surveys measuring the extent of utilisation of population education information and materials
- USERS' demographic characteristics, such as age, educational attainment, profession/position, etc.
- USERS' actual/potential contributions to the attainment of the goals of a population education programme
- the present level of implementation of a population education programme.

PART III

Studies in detail the different strategies for repackaging population education information for special audiences. These strategies include :

- current awareness – accessions or acquisitions lists; bibliographies
- selective dissemination of information (SDI)
- analysis, consolidation and synthesis of information – literature reviews; case studies; state-of-the-art papers

- tailoring, reduction and special assemblages of materials – abstracts; extracts/excerpts; reprints; data compilation and processing; handbooks/manuals; packages of materials
- translation of materials
- directories and inventories
- announcements of current events, programme activities and publicity materials – newsletters; news sheets; news service and publicity
- audio-visual media/kit

Part I

FACTORS FOR DETERMINING APPROPRIATE REPACKAGING ACTIVITIES

PART I

Systematically determining the repackaging activities most suited to the information needs of user communities becomes especially significant for population education information centres with limited budget, resources and manpower capability to handle elaborate and comprehensive repackaging programmes. Repackaging activities are selected based on the following factors:

I. Professions, major functions and subject interests of user communities

The following matrix illustrates how users' professions, major functions and subject interests correspond with specific repackaging activities best suited to their needs.

As shown, a number of repackaging activities cut across a wide range of user communities. The newsletter is the best repackaging activity that responds to the widespread interest in recent events and field developments. The technical bulletin or journal is considered the most appropriate repackaging activity for disseminating technical information in training, policy making and management, IEC, research and evaluation, and other areas.

MATRIX OF POPULATION EDUCATION (In-School) USER COMMUNITIES CLASSIFIED BY MAJOR FUNCTIONS, INFORMATION REQUIREMENTS AND RECOMMENDED REPACKAGING ACTIVITIES

I.

User communities
presidents, directors, heads, middle-level administrators chief of sectors

Major Functions
policy-making, planning and administration

	Repackaging Activities
1	bulletins or journals containing technical papers on subject interests 1,2,3,4
2	state-of-the-art/ literature reviews
3	policy reports
4	newsletters
5	progress reports

(A)

Information Needs	
Recent trends in theories, principles, definitions and approaches in population education	1
General knowledge about the various components of population education, e.g. curriculum development, teacher training, research and evaluation, policy-making and management	2
relationship between population education and quality of life and other development programmes, such as nutrition, health, food, migration, housing employment and income	3
inter-disciplinary and multi-disciplinary view of population education	4
case studies on the management of population education programmes in other countries	5
results or findings of research on evaluation studies of various components or activities of population education	6

HOW TO CHOOSE REPACKAGING ACTIVITIES

II.

User Communities
curriculum developers, editors, subject specialists, writers, trainers, artists, mass media personnel

Major Functions
curriculum and instructional materials development

Repackaging Activities

1. actual teaching/learning curriculum materials
2. guides
3. textbooks, syllabuses
4. multi-media packages
5. newsletters
6. bulletins or journals containing technical papers on subject interests 1,2,3,7
7. research abstracts
8. data sheets/demographic handbooks

(B)

Information Needs

theories, principles, definitions and approaches in population education	1
theories, approaches and strategies in curriculum and instructional materials development	2
relationship between population education and quality of life	3
strategies for integrating population education in different subject areas	4
teaching methodologies in population education	5
actual lessons and curriculum materials containing population education	6
inter-disciplinary and multi-disciplinary view of population education	7
research in and evaluation of curriculum development	8
scope and sequence of population education	9
population data, policies and programme	10

III.

User Communities
trainers, trainees, headmasters, supervisors or superintendents, resource persons

Major Functions
personnel and teacher training

Repackaging Activities

1. actual training materials
2. audio-visual aids
3. multi-media training kit
4. training syllabuses and designs
5. newsletters
6. research reports on teacher training programmes
7. bulletins or journals containing technical papers on subject interests 1,2,3,4
8. data sheets and demographic yearbook

Information Needs

theories, principles, definitions and approaches in population education	1
theories, approaches and alternative strategies in personnel and teacher training and orientation	2
relationship between population education and quality of life	3
population data, demography, population policies	4
training methodologies in population education	5
actual training designs and syllabuses	6
inter-disciplinary and multi-disciplinary view of population education	7
research in and evaluation of training programmes	8

(C)

9

IV.

User Communities

primary and secondary and college level teachers, faculty members, headmasters, supervisors

Major Functions

teaching

Repackaging Activities

1. journals or bulletins on subject interests 1,2,3
2. guidebooks or handbooks on teaching methodologies
3. sample lessons and learning materials
4. teachers' and pupils' guides
5. textbooks, syllabuses,
6. audio-visual kits
7. multi-media packages for classroom teaching
8. data sheets, handbooks on demography
9. newsletters

Information Needs

1. theories, principles, definitions and approaches in population education
2. relationship between population education and quality of life
3. inter-disciplinary and multi-disciplinary view of population education
4. teaching methodologies
5. strategies for integrating population education concepts in various subject areas
6. research in and evaluation of classroom teaching in population education
7. pscyhology on readiness of students to learn population education
8. scope and sequences, cognitive, affective and behavioural objectives in teaching population education
9. population data, policies and demography

(D)

V.

User Communities

researchers, faculty members, students, academicians, supervisors/superintendents, project evaluators

Major Functions

research and evaluation

Repackaging Activities

1. manuals on research and evaluation methodologies, including actual instruments in population education
2. demographic yearbooks, population data and policies, handbooks
3. research reports, abstracts
4. research journals or bulletins
5. newsletters

Information Needs

1. basic statistics, population data and demography
2. baseline surveys on knowledge, attitude and behaviour of students, teachers and parents towards the teaching of population education, etc.
3. evaluation of curriculum materials, teacher training strategies, use of teaching and training methodologies
4. content analysis of curriculum materials
5. research findings on curriculum development, teacher training, management
6. research findings on various population issues
7. methods for evaluating and conducting research on population education

(E)

10

II. Functions of a population education information centre

Examples of Primary Functions	*Priority for Repackaging Activity*	*Reason*
lending institution/library	current awareness (ex. list of new arrivals, acquisitions lists, bibliographies on population education)	to alert users to the range of available publications
data gathering/analysis	literature reviews, state-of-the-art, critical reviews, secondary data analysis, case studies	to gather and provide analysis of data for researchers, project developers/implementors engaged in population education
referral centres	profiles, directories and inventories of various information sources on population education	to effectively direct users to appropriate sources of information

Based on their primary functions, population education information centres place their priorities on specific types of repackaging activities, as seen in the chart above.

III. Availability and capability of trained personnel

The size, professional qualifications and levels of experience of the staff also affect the choice of repackaging activity.

Repackaging activities in a population education information centre involve four stages of work, namely, gathering of sources/reference materials, preparation of copy, production and distribution. Manpower requirements vary from one stage to the next. For example, while an assistant can undertake the gathering of sources, a writer/subject specialist would have to prepare the copy and submit it to an editor/publications officer for editing. Distribution can be handled by a distribution assistant.

Manpower requirements also vary depending on the nature of the repackaging activity. For instance, the preparation of a bi-weekly accessions list would require the services of one junior librarian and one typist only. A monthly abstract bulletin on specialised fields requires one junior librarian, one senior documentalist/subject specialist and a clerical staff. Depending on its size and publication intervals, a newsletter may require one senior editor cum artist only, or a staff consisting of a librarian, writer, editor and artist.

IV. Budget

Manpower, production and distribution costs are important considerations in the selection of repackaging activities. To estimate the total cost of a repackaging activity, a detailed work schedule covering all stages of work leading to production should be prepared.

Manpower costs maybe particularly significant during the gathering of sources and the preparation of copy. The cost-effectiveness of hiring a senior editor on a permanent basis or of engaging a consultant writer, for example, would have to be evaluated by a population education information centre which intends to publish newsletters/bulletins on a regular basis but does not currently have the staff to undertake the work.

The cost of distribution is easier to determine and can be based on current distribution costs of similar publications. Allow for cost variations depending on the channels or modes of distribution used, the extent of local and foreign distribution, and the volume and weight of the publication. Government offices can sometimes avail of free franking privileges in distributing promotional materials.

V. Reproduction facilities

Access to photocopying and mimeographing machines enables a population education information centre to produce current awareness materials, extracts, excerpts and photocopies.

Using graphic and audio-visual facilities, an electric typewriter and an efficient offset litho, the range of repackaging activities widens and may include newsletters, literature reviews, bibliographies, packages of materials and audio-visual materials.

The volume of reproduction is restricted not only by the type of equipment used but also by the cost involved. Carbon copying, diazzo or photocopying are economical only up to about 20 copies; up to about 1,000 copies for stencil and offset litho duplication; and up to some 10,000 copies for xerography and offset plate.

VI. Administrative policies

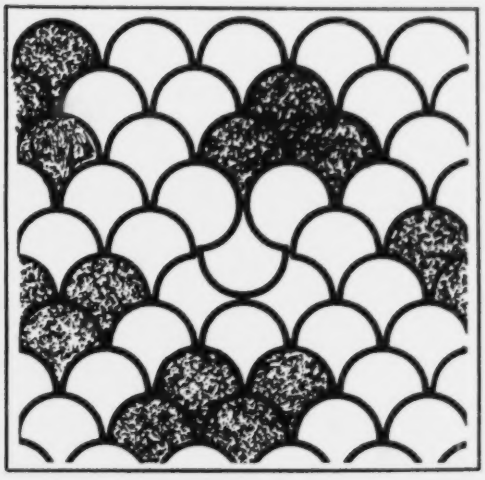
Ideally, the interplay of these five factors should determine the types of repackaging activities which a population education information centre should undertake. In reality, however, these five factors are not always given due consideration.

Over and above these factors is the decidedly powerful influence of administrative policies concerning repackaging activities. Administrative policies are shaped by political pressures, prevailing financial and labour situations, as well as by personal biases and prejudices. For instance, when publicity-oriented activities are promoted, including newsletters and tape/slide presentations, instead of more technical, academic and in-depth analysis of population problems – in the form of bulletins or journals as required by the users, a population education information centre sheds its user-orientation and becomes more institution-oriented.

Part II

IDENTIFYING USER GROUPS, THEIR INFORMATION NEEDS AND CORRESPONDING REPACKAGING ACTIVITIES

PART II



User groups, their information needs and the corresponding repackaging activities can also be identified based on the following factors:

I. SHARED INFORMATION NEEDS

One method of identifying user groups has been presented in Part I, based on users' professions, major functions and subject interests. Although users may be classified into various user communities by virtue of their work or activities or even professional levels, some repackaging activities are common to them by virtue of their shared information needs. The sharing of subject interests does not, however, eliminate the need for user-specific repackaging activities dealing with different subject interests.

For example, a survey[1] undertaken by the Institute of Population Studies of Chulalongkorn University, Bangkok reveals a number of specific subject interests that are shared by different user groups.

Table I shows that the subjects of research methodology, mortality, nuptiality and migration are the most commonly shared information needs among researchers, secondary school teachers and university lecturers.

Table II shows that the four most widely shared forms of repackaged information are the academic journal, newsletter, textbook and pamphlet.

The academic journal is commonly used by planners, trainers and university lecturers; the newsletter by researchers, trainers and university lecturers; the textbook by trainers, university lecturers and teachers; and the pamphlet by planners, teachers and librarians.

TABLE I.
USER GROUPS AND SHARED INFORMATION NEEDS*

User Groups	*Subject Interest*
planners	public health, population economics, medical population, labour, education, *research methodology*
researchers	*fertility, migration, research methodology, mortality, nuptiality, population statistics*
trainers	sociologically-oriented family planning, sex education, *population policy in Thailand,* IEC, *population statistics*
university lecturers	population policy, urbanization, *mortality, fertility, migration, research methodology*
secondary school teachers	*population policy in Thailand* and the world, *law and population, mortality, migration,* population education, *nuptiality*
librarians/documentalists	education, women and development, medical population, *law and population*

HOW TO IDENTIFY USER GROUPS, THEIR INFORMATION NEEDS AND THE CORRESPONDING REPACKAGING ACTIVITIES

TABLE II.
USER GROUPS AND SHARED REPACKAGING ACTIVITIES*

User Groups	*Forms of Repackaging*
planners	research abstract, *academic journal,* newspaper article, *pamphlet*
researchers	academic research report, research abstract, *newsletter,* easy-reading research report
trainers	*newsletter,* textbook, easy-reading research report, *academic journal*
university lecturers	academic research report, *academic journal, newsletter,* textbook
secondary school teachers	textbook, poster, newspaper, *pamphlet*
librarians, documentalists	newspaper article, poster, newspaper, *pamphlet*

* Data in Tables 1 and 2 were derived from the *Report: A Survey to Identify and Update Specific Subject Needs and Interests of Key Personnel in Population and Family Planning in Thailand.* Bangkok, Institute of Population Studies, Chulalongkorn University, 1983.

Table II also shows the shared interest among all user communities in basic information on the nature, definition and approaches of population education, as well as in inter-disciplinary and multi-disciplinary views of population education. These topics comprise the most basic background information required of all professionals in population education to enable them to have a better grasp of their respective areas of work.

II. INFORMATION ABSORPTION CHARACTERISTICS

Another useful consideration is the ability of different user groups to absorb information. For example, while policy makers aged 40-50 share an interest in demography, they do differ in their ability to absorb information. In other words, a finer set of factors, in addition to professional levels, geographical location, organisational set-up, and subject interests, affects the degree to which publications can be effective in creating change. These factors, which are discussed below, determine to a great extent users' ability to absorb information.

a) Educational attainment and literacy levels

Research studies[2] have shown that users with lower levels of literacy benefit more from repackaged information that are heavily illustrated with pictures, charts, and other visual aids. Likewise, less educated individuals are more influenced by one-sided presentations when already convinced of the position advocated, and also exhibit more marked changes of opinion when conclusions to a problem are explicitly drawn. For users with a higher level of education, two-sided presentations are much more effective. This difference is given due consideration, for example, in deciding the suitability of discussing the advantages and/or disadvantages of a large family size.

b) Professional levels and workload

The professional levels and workload of users also influence their information absorption characteristics. For example, policy makers and administrators at the top of the organisational hierarchy are usually confronted with an overload of information material for which they do not have sufficient time to absorb and much less peruse. In this case, repackaging activities that summarize entire documents, highlighting only the most important points and their policy-oriented implications or recommendations are suggested.

c) Psychological, cultural and social variables

A considerable number of research studies[3] on information diffusion and utilisation show that different psychological, cultural and social variables affect users' capacity to absorb and internalise information.

For instance, the effectiveness of fear appeals in changing attitudes and behaviour, such as the adverse effects of non- or limited access to education and housing facilities on families with more than two children, depends on the credibility of the source of information and the extent of general/public support to the message conveyed by a particular piece of information. Fear appeals directed to the welfare of people valued by the receiver of information (e.g. family members, close friends) are also effective.

The projection of cultural similarities also accounts for better absorption characteristics. For instance, the use of a picture of a family enjoying the many benefits of a highly urbanised place may prove counterproductive if the audience consists of rural families.

d) Awareness of the population programme and attitude towards it

Absorption characteristics are also affected by the users' level of awareness of the population education programme and their attitudes to it.

At various stages leading to their acceptance of an innovation in the population education programme, users need different types of information.[4] Initially, users would require information on the nature of the innovation (i.e. values clarification as a new method for teaching population education), its advantages, uses and the reasons for accepting it vis-a-vis the traditional teaching approach. These initial information motivate users to seek more in-depth and comprehensive information later. In the final stage, users would require information that will reinforce their acceptance/adoption of this teaching innovation, and also provide them with future options for other teaching innovations, such as the discovery or inquiry approach, game/simulation and role playing.

CONDUCTING USER NEEDS SURVEY

The classification of audiences into user communities is best undertaken through a systematic assessment of the users' information requirements. An assessment of information requirements should answer the questions: Who needs what type of information? In what form is the information most likely to be used? When is this information needed? How long will it take to disseminate it?

Generally, a population education information centre need not conduct a users' survey in order to classify its users, based on their geographic location, nature of organisation and type of professions. However, a population education information centre requiring additional details in its name file/mailing list would need a users' survey. Comprehensive data on the users' professional levels, media habits, information needs and preferred information services certainly help in the more accurate selection of appropriate repackaging activities.

In addition to surveys, users' needs can be identified based on discussions with users, the content of their letters of request, or their borrowing records.

Questionnaires and interview schedules are usually used to conduct surveys. Although questionnaires permit a wider coverage of respondents as well as ease in the tabulation and analysis of results, they are restricted in the range of queries that they can raise and which can be answered with sufficient clarity by the respondents. This limitation places great importance on the presentation of well thought-out multiple choice answers from which the respondents can select their replies.

The mechanics for the tabulation and analysis of results should be taken into account during the preparation of the survey forms. Questionnaires should be pre-tested before they are sent out to the respondents.

As a pre-survey activity, a field investigation of previously conducted surveys with similar objectives and target respondents should be undertaken. Pertinent studies should be consulted for the relevance of their findings and recommendations, and the applicability of their methodologies and data-gathering tools in the new survey under consideration.[5]

The objectives of the new survey and the type of information it seeks should be clearly defined. The utilisation of the collected information should be determined. A population education information centre which does not intend to set up a repackaging programme that is selective and user-specific need not conduct in-depth surveys of users' profiles and their information needs.

To facilitate the mailing of completed questionnaires, survey forms should be designed as self-mailers. The average response rate for self-mailers is up to 50 per cent of the total number of respondents.

EXAMPLES OF QUESTIONNAIRES*

1. The Unesco Population Education Clearing House uses a simple Reader's Profile and Subject Interests Survey questionnaire that includes the most basic items namely, (a) name and address, (b) major activities or specific work, (c) professional level (i.e. policy maker, administrator, practitioner, researcher, information worker, librarian, etc.), (d) major subject interests or information requirements, and (e) preferred repackaging format.

2. A more in-depth questionnaire is incorporated in a survey conducted by the Population Institute of Chulalongkorn University to identify and update specific subject needs and interests of key personnel in population and family planning in Thailand. The questionnaire includes the following items: (a) socio-economic and demographic characteristics; (b) information needs; (c) sources of population/family planning materials; (d) reliability of publication delivery; (e) sufficiency in the number of publications; (f) relevance of publications; (g) preferred forms of publications; and (h) preferred language.

Beyond merely identifying information needs, this questionnaire studies other factors that are likely to condition or influence information-seeking and utilisation behaviour. A statistical analysis of data on the socio-economic and demographic characteristics or sources of population materials will reflect the sufficiency and relevance of the publications, indicating the extent of utilisation of different types of information.

DATA ANALYSIS

Data collected can be transferred into meaningful figures in a variety of ways. The most common is the calculation of the frequency and percentage distribution of the data and their arrangement in tabular form.[6] When sets of figures are presented in tabular form, the relationships among them are easier to establish.

To make a table more meaningful, totals and percentages should be shown. In addition to showing the relationship between two variables, percentages are also useful in demonstrating three-way associations.

* See samples in Appendix.

HOW TO PRIORITISE USER COMMUNITIES

While priority audiences can be arbitrarily identified based on a number of practical considerations, a more accurate basis is provided by the results of a users' needs survey.

In the main, the need to prioritise user groups stems from budgetary considerations. Financial restrictions limit a population education information centre's range of repackaging activities. They curtail the bulk production, variety and distribution of publications. For example, one typical user group of a population education information centre comprises teachers. The number of teachers in almost any Asian country varies from about 2,000 to 300,000 or more. This is too big a group to cover. Most population education information centres which can manage to send a teacher's guide each to the 300,000 teachers without having to do much tailoring of information is already doing a good job. The mechanics of mailing materials to more than 2,000 addresses or distributing them through standard channels can already prove difficult.

To maximise the cost-effectiveness of operation, the distribution of publications should be limited to user groups who show keen interest in the information services and repackaging activities of a population education information centre. They are the ones most likely to use information services and products.

Priority audiences can be identified based on the following considerations:

I. Users' response rate to surveys

User communities with a high response rate to surveys undertaken by a population education information centre will automatically constitute a priority audience. A survey undertaken by the Unesco Population Education Clearing House shows tremendously high response rate for teachers, compared with other user groups.[7] The survey also shows that low- to mid-level employees, rather than high-level officials, undertake the task of responding to questionnaires mailed to offices. This stresses the need for special efforts to identify mid- and low-level officials in agencies, teacher training institutions and faculty members of schools and to give them priority in the mailing list, as they are more likely to use information and materials from population education information centres more than others.

II. Demographic characteristics

Demographic characteristics include such factors as age, educational attainment, occupation, etc. A survey undertaken by the Institute of Population Studies at Chulalongkorn University shows that practitioners of population and family planning with high educational attainment consult technical materials from international organisations for information on population-related topics, while user groups with a lower level of education rely on the mass media and other local sources. This clearly shows that if the priority audience of a population education information centre is comprised of user groups with a high level of education, it should handle more academically – or technically-oriented publications.

III. Users' actual/potential contributions to the attainment of the goals of a population education programme

Based on their roles in society and how their attitudes and behaviour affect the direction of a population education programme, some user groups can also be classified as a priority audience.[8]

For instance, if the goal of a population education programme is to solicit acceptance of family planning in the rural areas, the first step is to determine which user groups contribute most to the attainment of this goal. This pinpoints to the 15-45 age group which consists of men and women in their child-bearing years. As a second step, the patterns of acceptance and adoption of innovation of this group in rural areas should be examined. The questionnaire should include questions to identify community leaders and influential community members who are considered as decision-making leaders on the matter of

family planning. This group then also becomes a high priority audience.

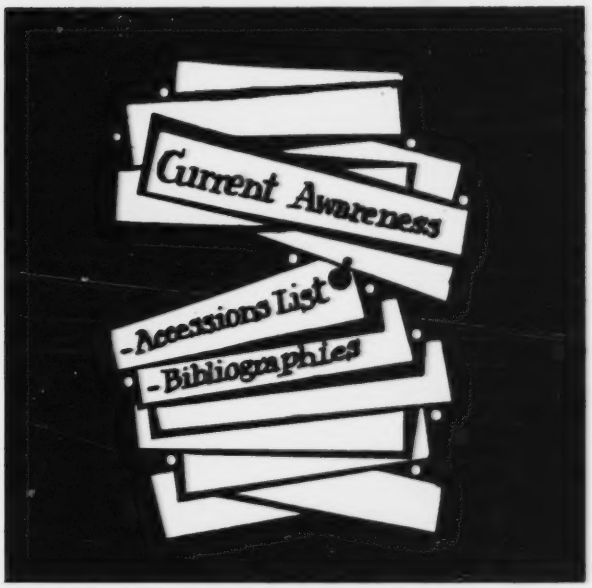
IV. Present level of implementation of a population education programme

The stage of implementation reached by a population education programme is a useful guide in identifying priority audiences. For example, the introduction of a population education programme into the school curriculum entails initially the training of teachers in the classroom teaching of population education and the training of curriculum developers in developing curriculum materials. At this stage, the primary audience consists of trainers and curriculum developers, while the secondary audience includes researchers and students.

Part III

STRATEGIES FOR REPACKAGING OF POPULATION EDUCATION INFORMATION

PART III



A. CURRENT AWARENESS

Current awareness alerts users to the availability of latest publications in a population education information centre. It maybe user-oriented (e.g. duplication of contents lists, routing of books/ periodicals, and current awareness displays); or user community-oriented (e.g. accessions/ acquisitions lists and bibliographies).

This section will limit its discussion to accessions/acquisitions lists and bibliographies because of their direct usefulness to librarians, researchers and practitioners, such as trainers, teachers and writers.

Repackaging activities should be tailored to the needs of user communities, as well as to the uses for which they are intended. This part of the manual focuses on repackaging activities that have been found most effective by special user communities.

1. Accessions or acquisitions lists

Accessions or acquistions lists serve as current guide to recently received/acquired literature and are issued on a regular basis, i.e. bi-weekly, monthly, quarterly and so forth, depending on the amount of materials received by a population education information centre within a given period.

Each issue may contain 30 to 50 items, presented in a simple layout and arranged according to accessions number or subject category field or type of material. The most widely accepted arrangement is by subject category field.

Data should be limited to essentials only, excluding information not suitable for "current awareness" purposes. Titles should be made to stand out, while library classification numbers and other kinds of numbers should be given less emphasis. Annotations may be included depending on the type of users and their location.

STRATEGIES FOR REPACKAGING POPULATION EDUCATION INFORMATION FOR SPECIAL AUDIENCES

Guidelines

a. CHECKING AND CATALOGUING OF PUBLICATIONS

Publications received are checked and catalogued on cards or slips of paper, using a particular citation format. The type and amount of information included in each citation depend on the type of users.

Citations intended for use by busy administrators and practitioners and their office colleagues may be limited to the publication's title, author and file number. However, librarians and researchers require more comprehensive citations as they may use these as bases in selecting new materials for their own collection. In this case, the publisher, price and source of the publication and other additional information would be helpful.

b. WRITING OF CLASSIFICATION NUMBER, BIBLIOGRAPHIC DESCRIPTORS AND ANNOTATIONS OR ABSTRACTS

Titles should be more prominently displayed compared with classification numbers and other numerical codes. Descriptors and/or annotations are used depending on the needs of the target users.

c. ARRANGEMENT OF ENTRIES

Entries are arranged depending on the length of the list and the number of times that it is published, as well as on the needs of users. For short lists, with 20 to 30 items or less, entries are arranged alphabetically by author. For longer lists, entries are arranged by subject matter and further sub-divided according to type of material.

Following are different types of accessions lists containing different types of information. Some accessions lists include only the most basic information, such as the author, title, place and date of publication; others include more detailed information, such as descriptors. There are also those which contain very comprehensive information that include ISBN number, computer control number, etc. The examples shown also illustrate the various methods of arranging entries, such as by author or by subject area.

—EXAMPLES—
OF ACCESSIONS/ ACQUISITIONS LISTS

A) Simple (From the Population Education Accessions List, Population Education Programme Service, Unesco, Bangkok)

BANGLADESH

12. Bangladesh. Ministry of Education. Population Education Programme. *Sociological almanac: Bangladesh.* Dhaka, 1983. 48p.

Resource Materials (Sourcebooks)
Population Composition and Dynamics
Statistics
Bangladesh

Source: Population Education Programme
Ministry of Education
House No.62, Road No.7/A
Dhaka-9, Bangladesh

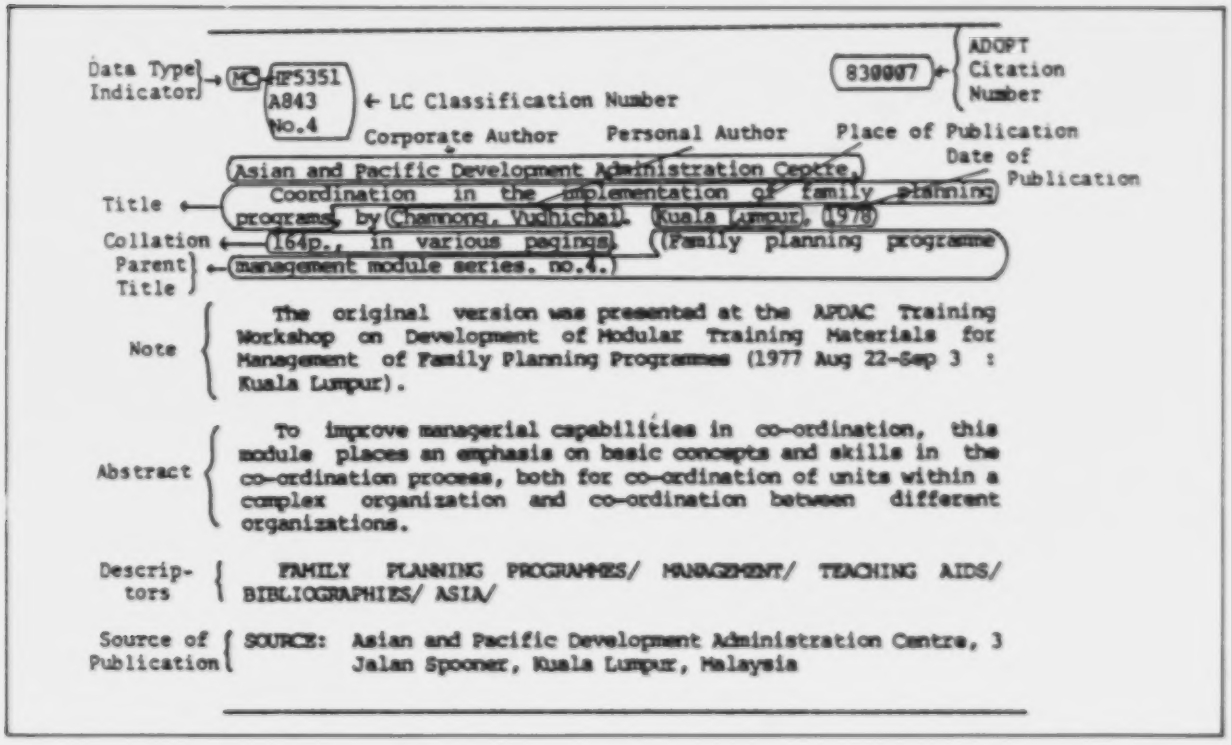
CHINA

13. [Jiangsu Education Institute. Population Education Teaching and Research Unit, Nanjing. *Knowledge about population statistics.* Nanjing, 1981. 64p. (Training material for population education teachers in middle schools)] In Chinese.

Resource Materials (Source Books)
Training Materials
Teacher Education
Secondary Grades
Demography
China, People's Rep. of

Source: Population Education Teaching and Research Unit
Jiangsu Education Institute
Nanjing, Jiangsu Province
People's Republic of China

B) Comprehensive (From ADOPT Current Awareness Service for ESCAP Population Information Centre/Library Network)


Data Type Indicator
MC
HF5351
A843
No.4
LC Classification Number
830007
ADOPT Citation Number
Corporate Author
Personal Author
Place of Publication
Date of Publication
Asian and Pacific Development Administration Centre.
Coordination in the implementation of family planning programs, by Chamnong, Vudhichai. Kuala Lumpur, 1978
Title
Collation
164p., in various pagings.
Parent Title
(Family planning programme management module series. no.4.)
Note
The original version was presented at the APDAC Training Workshop on Development of Modular Training Materials for Management of Family Planning Programmes (1977 Aug 22-Sep 3 : Kuala Lumpur).
Abstract
To improve managerial capabilities in co-ordination, this module places an emphasis on basic concepts and skills in the co-ordination process, both for co-ordination of units within a complex organization and co-ordination between different organizations.
Descriptors
FAMILY PLANNING PROGRAMMES/ MANAGEMENT/ TEACHING AIDS/ BIBLIOGRAPHIES/ ASIA/
Source of Publication
SOURCE: Asian and Pacific Development Administration Centre, 3 Jalan Spooner, Kuala Lumpur, Malaysia

Abdel-Malek, Anouar; Huyhn Cao Tri; Bernard Rosier et Lê Thanh Khoi. *Clés pour une stratégie nouvelle du développement.* Paris, Les Editions Ouvrières/Unesco, 1984. 236 p.	338.9
ACCU Meeting of the Editorial Committee of the Asian Copublication Programme, Tokyo, 4-6 December 1984. *Report.* Tokyo, Asian Cultural Centre for Unesco, 1985. 15 p.	655.5
Acker, Sandra [and others] eds. *Women and education.* London, Kogan Page, 1984. 358 p. (World yearbook of education 1984)	376
Adler, Richard [and others]. *Religious cooperation in the Pacific Islands.* Suva, Fiji, University of the South Pacific, 1983. ix, 231 p.	299
AIT/ESCAP/USAID Training Workshop on the Uses of Microcomputers in Remote Sensing Data Analysis and Display, Bangkok, 6-10 August 1984. *Report of the workshop.* Bangkok, ESCAP, 1984. 17 p. & appendices.	651.8
Asian Seminar on A Christian Perspective on Adult Education in a Changing World, Hong Kong, 17-19 October 1983. *Report of the Seminar.* Hong Kong, YMCA, 1985. 179 p.	374.95
Australia. National Commission for Unesco. *Teaching human rights,* ed. by Alice Erh-Soon Tay in collaboration with Graeme Connelly and Roger Wilkins. Canberra, Australian Government Publishing Service, 1981. 216 p.	323.4
Australian National Commission for Unesco. *Data banks for socio-economic statistics and analysis; summary report of the Unesco Regional Workshop, Melbourne, 9-13 January 1984.* Melbourne, Institute of Applied Economic and Social Research 1984. 43 p.	310
Baldridge, J. Victor ed. *The dynamics of organizational change in education,* ed. by J. Victor Baldridge and Terrence Deal. Berkeley, Calif., McCutchan Publishing Corporation, 1983. xi, 490 p.	375.37
Barnes, Douglas. *Practical curriculum study.* London, Routledge & Kegan Paul, 1982. xv, 310 p.	375.1
Barrow, Robin. *Language and thought: re-thinking language across the curriculum.* London, Ontario, Faculty of Education, University of Western Ontario, 1983. 39 p.	420.7
Barton, Len; Roland Meighan and Stephen Walker. *Schooling, ideology and the curriculum.* Sussex, Falmer Press, 1980. 207 p.	379.15

This accessions list carries simple bibliographic description with just the call number. Entries are arranged alphabetically by author.

DEMOGRAPHIC RESEARCH

59. Sivamurthy, M. *Growth and structure of human population in the presence of migration.* London, Academic Press, 1982. 227p.
312.018 S624g
Demographic Analysis
Population Change
Research Methodology
Models

60. Thailand. National Statistical Office. *Fertility and family planning: 1980 population and housing census,* by Chintana Pejaranonda and Aphichat Chamratrithirong. Bangkok, 1984. 120p. (Subject report, no.3) In Thai and English
301.321 T364f
Population Research
Statistics
Fertility Rate
Family Planning
Contraceptive Practice
Thailand

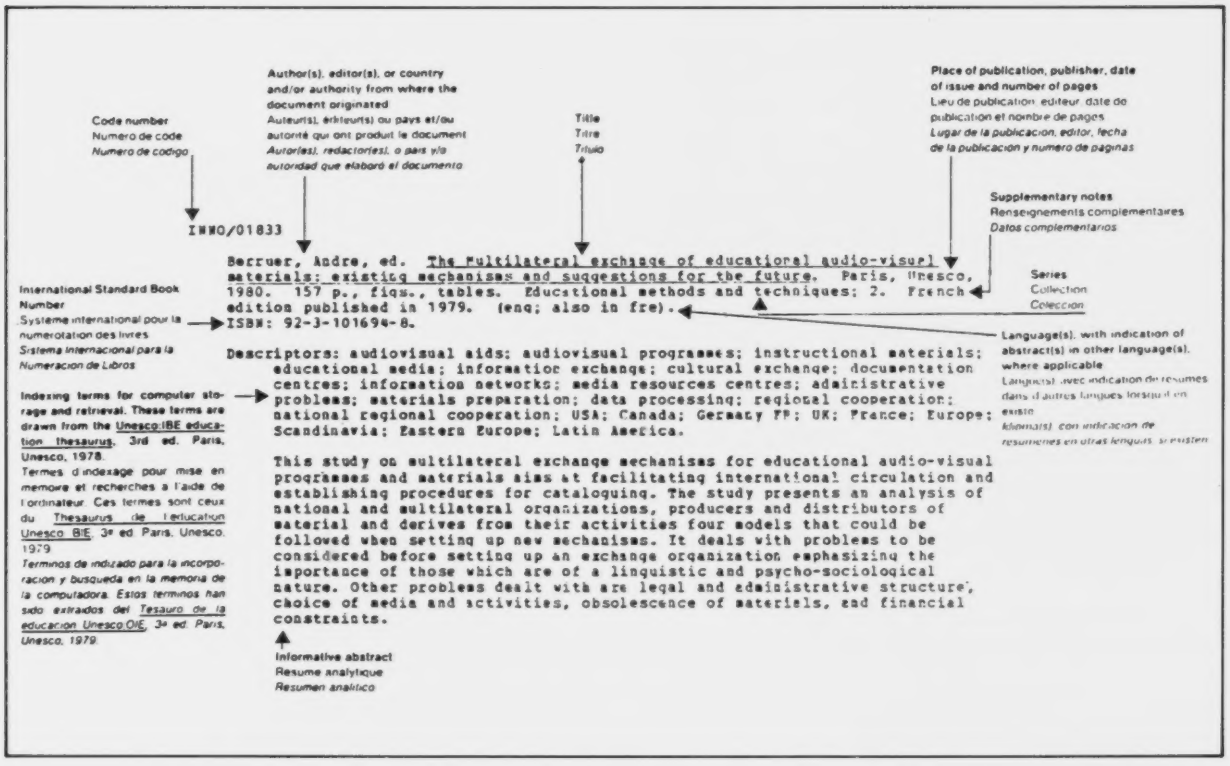
61. U.N. Department of International Economic and Social Affairs. *The application of an extended social accounting matrix to the analysis of interrelationships between population, resources, environment and development.* New York, 1982. 45p.
301.32 U54a
Population Research
Development Planning
Natural Resources
Environment

62. *Population bulletin of the United Nations, no.16.* New York, 1984. 89p.
312 U54p no.16
Demographic Analysis
Population Distribution
Mortality
Health Care
Fertility Surveys
Research Methodology

DOCUMENTATION

63. Association for Population/Family Planning Libraries and Information Centers - International (APLIC) *Population and related organizations: international address list,* comp. by Ruth Sandor and Jan Vanderlin. Chapel Hill, N.C., 1984. 87p. (APLIC special publication; #5)
R 060 A642pr
Directories
Population Activities
Information, Education, Communication Centers

This accessions list organises entries by subject area. Under each subject area, entries are further classified alphabetically by author. The bibliographic description is more comprehensive as it provides descriptors and source.


Code number
Numero de code
Numero de codigo
Author(s), editor(s), or country and/or authority from where the document originated
Auteur(s), éditeur(s) ou pays et/ou autorité qui ont produit le document
Autor(es), redactor(es), o país y/o autoridad que elaboró el documento
Title
Titre
Título
Place of publication, publisher, date of issue and number of pages
Lieu de publication, éditeur, date de publication et nombre de pages
Lugar de la publicación, editor, fecha de la publicación y número de páginas
Supplementary notes
Renseignements complémentaires
Datos complementarios
Series
Collection
Colección
International Standard Book Number
Système international pour la numérotation des livres
Sistema internacional para la Numeración de Libros
Indexing terms for computer storage and retrieval. These terms are drawn from the Unesco:IBE education thesaurus, 3rd ed. Paris, Unesco, 1978.
Termes d'indexage pour mise en mémoire et recherches à l'aide de l'ordinateur. Ces termes sont ceux du Thesaurus de l'éducation Unesco: BIE, 3e ed. Paris, Unesco, 1979.
Términos de indizado para la incorporación y búsqueda en la memoria de la computadora. Estos términos han sido extraídos del Tesauro de la educación Unesco:OIE, 3ª ed. Paris, Unesco, 1979.
Language(s), with indication of abstract(s) in other language(s), where applicable
Langue(s), avec indication de résumés dans d'autres langues lorsqu'il en existe
Idioma(s), con indicación de resúmenes en otras lenguas, si existen
Informative abstract
Resume analytique
Resumen analítico
IWWO/01833
Berruer, André, ed. The multilateral exchange of educational audio-visual materials: existing mechanisms and suggestions for the future. Paris, Unesco, 1980. 157 p., figs., tables. Educational methods and techniques; 2. French edition published in 1979. (eng; also in fre).
ISBN: 92-3-101694-8.
Descriptors: audiovisual aids; audiovisual programmes; instructional materials; educational media; information exchange; cultural exchange; documentation centres; information networks; media resources centres; administrative problems; materials preparation; data processing; regional cooperation; national regional cooperation; USA; Canada; Germany FR; UK; France; Europe; Scandinavia; Eastern Europe; Latin America.
This study on multilateral exchange mechanisms for educational audio-visual programmes and materials aims at facilitating international circulation and establishing procedures for cataloguing. The study presents an analysis of national and multilateral organizations, producers and distributors of material and derives from their activities four models that could be followed when setting up new mechanisms. It deals with problems to be considered before setting up an exchange organization emphasizing the importance of those which are of a linguistic and psycho-sociological nature. Other problems dealt with are legal and administrative structure, choice of media and activities, obsolescence of materials, and financial constraints.

This is a computerised accessions list containing a very thorough citation and bibliographic description. In addition to the bibliographic description, it carries a code number, supplementary notes, language, ISBN number, descriptors and an informative abstract.

2. Bibliographies

Bibliographies serve as a guide to available literature on a subject. They list references particular to a subject, covering materials on such a subject for a given period of time. An example is a bibliography of audio-visual aids used for teacher training in population education produced from 1975 to 1985.

Bibliographies are produced for use as :

- support background information in research projects
- reference tools in training or classroom teaching
- information tools by which to make users aware of recent materials on a particular subject
- information tools by which to advise librarians of the availability of new materials which they may want to acquire.

Bibliographies are also sometimes produced as a result of a literature search conducted in response to a request.

The four types of bibliographies are the following:

- abstract bibliography
- annotated bibliography
- country or national bibliography
- co-operative bibliography bulletin.

a. Abstract bibliography

This provides both bibliographic descriptions and abstracts of publications. The three types of abstracts[9] are the following:

Indicative abstract – A short summary to alert readers to a publication, it highlights main points in order to help readers decide whether to refer to the original publication or not.

Informative abstract – A thorough condensation of a publication's content, it can be used as a reference in place of the original publication.

Evaluative abstract – In addition to being a short summary, this provides/short review of a publication.

Entries are arranged alphabetically by author, institution or other main entries. The general format includes descriptors and the source of the materials.

b. Annotated bibliography

This may either focus on a special topic for a more purposive use or it may be of a more general nature to update users' knowledge of current literature. This contains very short notes (called annotations) for each entry.

c. Country or national bibliography

This takes into account all population related publications produced in a country since the inception of its population education programme. A national bibliography is used as a basic reference tool by officials and other professionals engaged in population-related work in the country, and also by interested parties abroad requesting for publications only available in their countries of origin. It also provides a list of population education materials which could become the basis for the population education information collection of a national clearing house. The Population Education Clearing House of Unesco has produced a series of national bibliographies on population education, covering Bangladesh, India, Sri Lanka, Philippines, Thailand, Indonesia, Malaysia and some Pacific island countries, such as Fiji, Solomon Islands, Papua New Guinea and Kiribati.

d. Co-operative bibliographical bulletin

This puts together a list of publications on similar or closely related subject matter, sent in by different libraries or population education information centres. For example, the Population Education Information Centre based in the Ministry of Education gathers bibliographic contributions on population education from the Ministries of Health, Social Welfare and comes out with a co-operative bibliographical bulletin.

Following are different bibliographic formats showing variations in contents or entries and the arrangement of entries.

—EXAMPLES— OF ABSTRACT BIBLIOGRAPHIES

SENSITIVE TOPICS IN POPULATION DISCUSSED THROUGH DRAMAS

16

Bernales, Elizabeth H. "Drama in population education class", *Population Forum* 8(2): 7-9, 1982.

It is the aim of the population education programme to develop among children and the youth, knowledge, attitude, skills and understanding necessary to enable them to make rational and responsible decisions regarding their fertility behaviour and other population-related matters. To carry this out in the school, Professor Mercedes Hernandez of the Lyceum of the Philippines uses mainly the role-playing approach in handling her Population Education and Family Planning Course. This article describes how her students present a drama on the cultural aspect of family planning.

The drama starts with a letter from a listener of the "Kuya Eddie" radio programme series. He writes that he has a pregnant wife and three growing children and a host of other relatives living in his house. He found it difficult to make both ends meet so what was he to do? The problem and solution are depicted in a skit where family planning workers find it very difficult to persuade the couple to practice family planning because of traditional beliefs and values such as "it is against the will of God", "vasectomy will lessen my sexual appetite" or "it will make me less of a man". Meanwhile life becomes harder for the family and his family. In the end however, a peer, a neighbour who is a family planning acceptor himself, succeeded in enlightening him and finally convincing him to submit to vasectomy.

Because there are a number of delicate topics taken up in population education, the subject is taught in the fourth year curriculum. Discussing them in a drama or role-playing manner lessen the sensitiveness of the topics. The population education class also ceases to be merely a litany of birth rates, death rates and contraceptive methods but rather a wholly relevant, enjoyable and enriching activity.

Descriptors: *Educational Games; Role-Playing; Family Planning; Higher Education; Philippines*

Source: Population Forum
Commission on Population
Population Center Foundation Building
P.O. Box 2065, Makati Commercial Center
Makati, Rizal, Philippines

SIMULATION GAME IN POPULATION EVALUATED

17

Connor, T. *A method for improving the perception of reality and understanding of the population problem in the college classroom: a simulation game.* Ph.D. dissertation, North Texas State University, 1972. 130 p. Unpublished.

The purpose of the study was to develop a college level simulation game dealing with selected aspects of the population problem. Of the 16 educational objectives that were generated for the game, the following 12 objectives were approved by a panel: upon completion of the exercise, students should be able to compute

This abstract bibliography contains two distinctive features in addition to the usual bibliographic description, descriptors and source. First, it contains a catchy heading to attract readers. Secondly, the informative abstract summarises the material so well that it can serve as a thorough reference for the original publication.

2. Curriculum and Materials Development in Non-Formal Population Education

Hong Kong

Family Planning Association of Hong Kong. *Family life education: teacher's handbook (1).* Hong Kong, 1977. 31 p.

Source: Family Planning Association of Hong Kong
Silver City Commercial Bldg.
Ground, 1st, 2nd, and 3rd Floors
184-192 Lockhart Road
Wanchai, Hong Kong

India

Central Board for Workers' Education.

Handbook on population education for workers family life—a set of eight stories. Produced under UNFPA-ILO CBWE Project, Nagpur, 1978. 4 vols.

Workers family life; a set of eight stories. Produced under UNFPA-ILO-GOI-CBWE project, Nagpur, 1978. 53 p.

Source: Central Board for Workers' Education
1-402 West High Court Road
Gokulpeth, Nagpur 440010

Osmania University, Department of Non-Formal Adult Continuing Education. *Discussional themes for motivating adults for NAEP, a few illustrations,* by V. Eswara Reddy and others. Hyderabad, 1979. 18 p. (Hi-face)

Source: Department of Non-Formal Adult Continuing Education
Osmania University
Hyderabad

The discussion posters can help the participants think about the problems of their village.

Source: Tribhuvan University. Research Centre for Educational Innovation and Development. Integrated Non-formal Education Programme. *Facilitator guidebook.* Kathmandu [1980?] p. 30-31

Here, entries are grouped by subject areas. Under each subject area, entries are further classified alphabetically by author. The bibliographic description is simple. It has no descriptors nor abstract, but it provides the source. An illustration is used to break the text and to make the entries' presentation attractive.

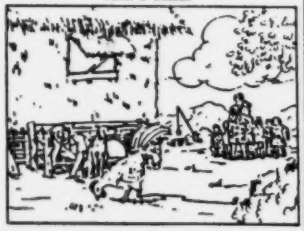
This is an unconventional bibliography of audio-visual aids. Instead of following the conventional format of a bibliographic description, it presents an abstract or description of the contents, type of material, pages, colour, language and date, in a different form. It also provides the features of the material together with sample pages of the material to make it more interesting and attractive.

NON-ELECTRIC AIDS

BOOKLETS

AGUSTIN'S DAUGHTERS

JOSE'S DREAM



Booklet: 16p. b/w illus. Eng. 1977

Story is told through a series of black and white line drawings about how Agustin hopes for a son, but only gets daughters. His wife convinces him that daughters can be just as useful as sons and they then decide on family planning.

Booklet: 20p. b/w illus. English. 1977

Features

- simple line drawings
- visuals consist of familiar objects and can be easily identified.
- minimal print

Suggestions for use

- although developed for out-of-school education in the Philippines, these booklets can be adapted for use in other countries of Southeast Asia.
- to present ideas for group discussion.

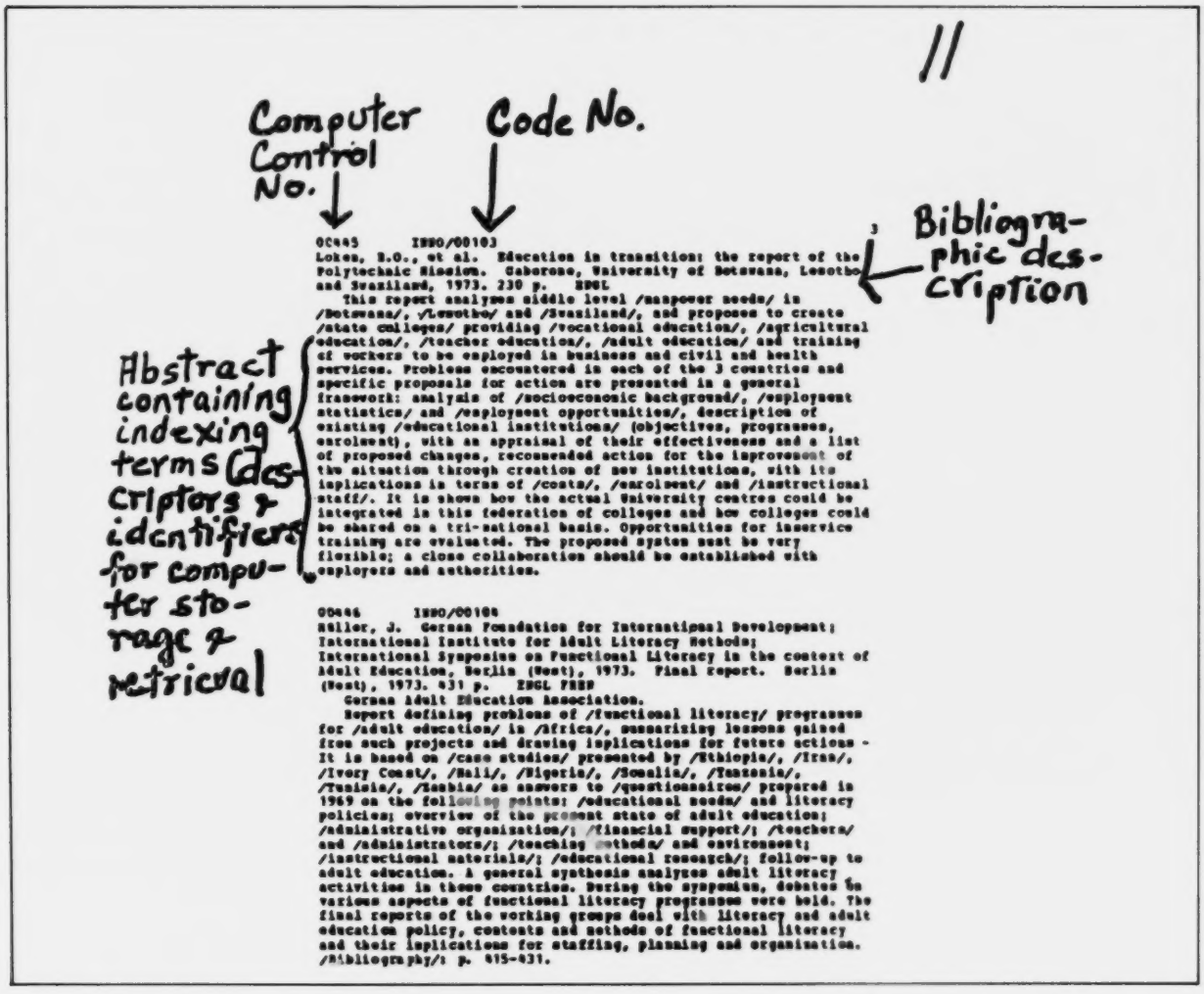
Source
FAO, Rome

15

Accession Number : 23615
Authors : Nag, Moni
Title of Document : Economic Values of Children in Agricultural Societies : Evaluation of Existing Knowledge and an Anthropological Approach, the Satisfactions and Costs of Children : Theories, Concepts, Methods, from a Summary Report and Proceedings of the Workshop on Assessment of the Satisfactions and Costs of Children
Source Agency : The East-West Center
Type of Document : M/Monograph
Date of Issue : December 1972
Number of Pages : 41
Language in Which Written : English

Indicative Abstract : Attempts to make a brief review of illustrative literature with special reference to census and ethnography on the economic value of chidren and proposes a method for estimating it quantitatively in agricultural communities. Uses anthropological techniques and caloric energy as a measure of economic value. Discusses assumptions, regarding the economic cost of children and their value as productive and servicing participants within the household in relation to model building. Conducts national census and sampling surveys for estimating the percentages of "economically active" persons of both sexes in various age groups. Considers ethnographic field investigation for making comparative analysis of the economic contribution of children among different societies and among different segments or periods within the same society. Elaborates on time budget of economic activity, proposed technique and design for collection of time-budget data, and conversion of time units into energy units. (Related documents are located in Accession Numbers 23612-23626)

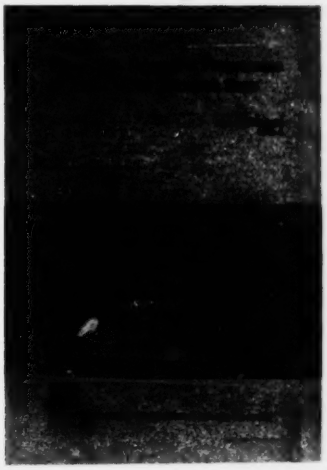
This is another unconventional way of presenting a bibliographic description. The entries are presented item by item, one after the other, instead of running them in one continuous paragraph.


//
Computer Control No.
Code No.
3
Bibliographic description
Abstract containing indexing terms (descriptors & identifiers for computer storage & retrieval
00445 IBBO/00103
Lokes, B.O., et al. Education in transition: the report of the Polytechnic Mission. Gaberone, University of Botswana, Lesotho and Swaziland, 1973. 230 p. ENGL
This report analyzes middle level /manpower needs/ in /Botswana/, /Lesotho/ and /Swaziland/, and proposes to create /state colleges/ providing /vocational education/, /agricultural education/, /teacher education/, /adult education/ and training of workers to be employed in business and civil and health services. Problems encountered in each of the 3 countries and specific proposals for action are presented in a general framework: analysis of /socioeconomic background/, /employment statistics/ and /employment opportunities/, description of existing /educational institutions/ (objectives, programmes, enrolment), with an appraisal of their effectiveness and a list of proposed changes, recommended action for the improvement of the situation through creation of new institutions, with its implications in terms of /costs/, /enrolment/ and /instructional staff/. It is shown how the actual University centres could be integrated in this federation of colleges and how colleges could be shared on a tri-national basis. Opportunities for inservice training are evaluated. The proposed system must be very flexible; a close collaboration should be established with employers and authorities.
00446 IBBO/00104
Miller, J. German Foundation for International Development; International Institute for Adult Literacy Methods; International Symposium on Functional Literacy in the context of Adult Education, Berlin (West), 1973. Final report. Berlin (West), 1973. 431 p. ENGL FREN
German Adult Education Association.
Report defining problems of /functional literacy/ programmes for /adult education/ in /Africa/, summarizing lessons gained from such projects and drawing implications for future actions - It is based on /case studies/ presented by /Ethiopia/, /Iran/, /Ivory Coast/, /Mali/, /Nigeria/, /Somalia/, /Tanzania/, /Tunisia/, /Zambia/ as answers to /questionnaires/ prepared in 1969 on the following points: /educational needs/ and literacy policies; overview of the present state of adult education; /administrative organization/; /financial support/; /teachers/ and /administrators/; /teaching methods/ and environment; /instructional materials/; /educational research/; follow-up to adult education. A general synthesis analyzes adult literacy activities in these countries. During the symposium, debates on various aspects of functional literacy programmes were held. The final reports of the working groups deal with literacy and adult education policy, contents and methods of functional literacy and their implications for staffing, planning and organization. /Bibliography/: p. 415-431.

A computerised bibliography, this presents descriptors/identifiers within an abstract. Slashes make each descriptor distinct. A computer control number and code number, in addition to the bibliographic description, are included.

The Population Education Clearing House of Unesco, Bangkok has published a series of abstract bibliographies dealing with various concrete issues and problems raised by population education workers in the course of their work. Because the documents in the Clearing House collection are not readily available to users from different countries in Asia and the Pacific, the abstracts are of the informative type, meaning that they are long enough to give the readers not only the main issues but also the major recommendations and conclusions of individual materials.

Series No. 3 deals with training materials on out-of-school population education, spanning the period 1971-1980. It abstracts documents on training strategies, training curriculum and instructional materials, research and evaluation and groups them under the various aspects of a training programme, showing the efforts of various institutions to promote these activities in different countries.



Series No. 4 abstracts, synthesises and analyses the available research and evaluation studies on population education undertaken in Asia during the past 12 years. Most of the studies included here are KAP's (knowledge, attitude and practice) on population education, content analysis of existing syllabuses and textbooks, and socio-cultural studies on population. The rest are evaluative studies of personnel training, curriculum and materials development, teaching methodologies, classroom instruction and the effectiveness of the programme as a whole. The abstracts are grouped according to each of this type of studies. How these problems are dealt with is shown by selecting and including publications which document and describe various efforts and experiences by individuals and institutions in different countries in Asia and the Pacific.

Series No. 5 reviews 67 publications which define, describe and give examples of the different teaching methodologies as applied in population education and related subjects, covering the period 1970 to 1984. The abstracts have been classified according to the following teaching methodologies: values clarification, games/role playing, discovery/inquiry-oriented approach, self-instructional approach, computer-aided instruction, teaching through audio-visuals, etc.

Each of the series alphabetically arranges the selections or abstracts by author or other main entries within each of the classification discussed above. The general format includes a list of descriptors, which are derived from the Unesco, IBE and the Carolina Population Centre Thesauri and the addresses of the sources of the materials.

Two distinctive features which differentiate the abstract-bibliography series from other bibliographies are the literature review and analysis or synthesis and the use of headings. At the beginning of each section or group of abstracts focusing on a sub-topic, a review and synthesis of the literature abstracted is provided to give readers an overall view of particular sub-topics authoritatively, quickly and critically. The review also presents new generalisations derived from this analysis which are not otherwise given by the literature. To attract readers' attention to an abstract, catchy headings are used.

Guidelines

a. PURPOSE OF THE BIBLIOGRAPHY AND INTENDED USERS

Decide on the use intended for the bibliography. Will it be used for teaching and training purposes, or as a reference/research list? Determine the users. Are they policy-makers? Researchers? Practitioners?

b. SCOPE OF SUBJECT

Will the bibliography be selected (e.g. according to time or geographic area) and thus focus on a limited range of materials on a specific subject (e.g. a selection of curriculum materials focusing on population education and social studies produced from 1980-1985), or will it be comprehensive and therefore contain all available reference materials on a certain subject (e.g. all curriculum materials integrating population education into all subject areas since the inception of the programme).

If there are relatively few available materials, a comprehensive bibliography may be undertaken. However, a selective bibliography is recommended if there is an abundance of available materials on a specific subject.

c. PERIOD OF TIME COVERED

Establish the period of time covered by a bibliography based on the nature of its subject matter, its users and other factors. For example, researchers and biomedical practitioners working on contraceptive techniques may require information covering the last three to five years to determine the latest discoveries in contraceptive technology. Writers doing a literature review on the establishment of population education programmes may require information on materials published within the last 10 years.

d. SELECTION OF MATERIALS

Materials are selected based on their usefulness to the users. A bibliography for researchers may focus on research and evaluation reports, while a bibliography for trainers and teachers may concentrate on instructional and curriculum materials, including audio-visual materials.

e. LANGUAGE OF MATERIALS INCLUDED IN THE BIBLIOGRAPHY

Limit the bibliography's content to materials written in a select number of languages of a country or a region.

f. GEOGRAPHIC COVERAGE

Define the extent of the bibliography's geographical coverage. Should it be limited to national publications only or will it include publications produced elsewhere?

g. CONTENT OF CITATIONS

What bibliographic items will be included in the citations? Policy-makers and practitioners may need the most basic bibliographic information, while librarians may require in addition, a publication's accession number, ISBN and source.

h. USE OF ABSTRACTS AND DESCRIPTORS

Bibliographies which are intended to serve as a kind of substitute for the original publications should present abstracts of the publications. These are particularly useful for users who have no access to population education information centres.

Descriptors are particularly useful for users who are engaged in comprehensive literature search and may want access to as many references as possible under related subject areas.

i. ARRANGEMENT OF ENTRIES

Entries can be arranged based on an established classification system, or according to the subject area, language or country of origin of a publication. Alphabetically, they maybe arranged according to subject area or author's name. A chronological arrangement, however, is preferred to others as it shows progressive developments in a particular subject, as for example, the reconceptualisation of a population education programme from family planning to quality of life issues.

If the publications are limited in number, entries can be arranged alphabetically by author. An arrangement according to subject matter is, however, recommended for bibliographies intended for subject specialists and professionals.

j. USE OF INDEXES

Will the index include subject, author and country of origin of the publication? A large bibliography should be supplemented with one or more indexes that allow users' access from

different aspects. A subject index will help extend the subject coverage of population education materials which have not yet been extensively analysed.

k. LAYOUT OR FORMAT

What type of layout or format will be used? In a good bibliographical format there should be: 1) headings that are bolder and larger in type which stand out and are easy to see; 2) clear separation of entries; 3) clear separation of the various items within each entry (e.g. author's name from the title, or descriptors and sources); and 4) a lot of breathing space to avoid the cluttered look.

Steps in the preparation of a bibliography:

1. Decide on the purpose and scope of the bibliography, taking into account the intended users.

2. Conduct a literature search, either comprehensive or selected.

3. Choose a standard format, and write the bibliographic citations on cards or paper measuring 3" by 5". For books, include author, title, publisher, date, page and/or chapter reference; for periodicals, include author, title, volume, number, page reference, date, and so on.

4. Assign a classification number and write descriptors and/or abstracts if necessary. Write the source of the publication at the bottom or on the back of the card.

5. Arrange the cards systematically, based on a specific classification system, or alphabetically by subject or author's name or country of origin, or chronologically.

6. Assign a running reference number for each card.

7. Add indexes if necessary.

8. Review the bibliography.

B. SELECTIVE DISSEMINATION OF INFORMATION (SDI)

SDI is a refinement of current awareness and is unrivalled for its effectiveness in calling users' attention to those few items found in current literature, which are directly relevant to the practice of their professions and the pursuit of their interests. SDI provides "anticipatory" service in the sense that the most useful information is identified based on pre-determined needs of users.

Incoming literature is screened and those which suit users' interests are selected. Pertinent information or portions of materials are matched with the information requirements of respective users. The materials are processed (i.e. by abstracting, excerpting, writing analytical bibliographies, etc.) and brought to the attention of the target users.

Commercial SDI centres in the more advanced countries maintain profiles of users and their fields of interest. The centres then process the latest issues of abstracting and indexing services, in print or machine-readable form, and match new information items with the users' information requirements. SDI subscribers are notified accordingly of newly acquired materials that match their needs, and are also requested for feedback on the correspondence between their needs and the announced materials. Based on their feedback, SDI subscribers' profiles maybe modified to reflect their information requirements more precisely.

There are two types of SDI: the first is patterned after the Western SDI concept utilising computer storage and retrieval and transmitting recent documents in abstract form:[10] the second is the modified SDI which relies on both new and old materials and repackaged documents in various forms.

Guidelines for Computerised SDI

a. ACQUIRING USERS' PROFILES AND STORING THEM

Users submit profiles of their interests, usually expressed in indexing terms based on the standard used in the system. These profiles, as well as the users' addresses, are stored in a computer.

b. PROCESSING OF INCOMING MATERIALS

All new incoming materials are classified and assigned indexing terms based on a certain number of keywords taken from their text. The materials are then abstracted and sorted on magnetic tape.

c. COMPARING USERS' PROFILES AND DOCUMENT PROFILES

The computer compares these two inputs at predetermined intervals. If a user's profile and a document profile match, the computer prints the details of the document on two punched cards namely, an information card with a tear-off request strip, and a response card.

User Indexing Terms	*Document Indexing Terms*
Teacher education	Teacher education
Curriculum development	Programme planning
Training materials	Training materials
Population education	Population education
Resource materials	Resource materials
Demography	Statistics
Teaching methods	Teaching methods

d. HANDLING OF CARDS

The user retains the information card for his own file. He forwards the request strip to the population education information centre if he wishes to read the document, together with the response card on which he notes his level of interest in the document.

The centre takes action on the basis of the two cards. Information contained in the response card is used to update the user's profile and thus ensure efficient service. The document cited in the request strip is forwarded to the user. If a user consistently fails to make requests, his profile may have to be updated accordingly to reflect this trend.

Guidelines for Modified SDI

a. A survey of the users' demographic profiles, professions and subject interests is undertaken using interviews and questionnaires. Users are then grouped according to their subject interests and professions. Information on the forms and types of materials they require is also gathered.

b. New as well as not-so-recent materials are reviewed.

c. Relevant and appropriate publications are selected, noting their most relevant sections. These are matched with the subject interests of users.

d. The selected materials are processed by abstracting, reviewing and analysing, compiling or consolidating their information. Important points are highlighted. The repackaged information can be in the form of a single document or a combination/package of materials.

e. These are sent to users, together with questionnaires querying the materials' usefulness or the reasons why they cannot be used, if that should be the case, and the need for other topics/materials.

f. Users' profiles are modified based on their reports concerning the relevance/irrelevance of the materials to their needs.

Note: In this type of SDI, the following features differ from those of the traditional SDI concept.

- users' profiles include not only their subject interests but also the type and form in which they prefer repackaged information on these subject interests to be presented.
- the processing of documents is not restricted to abstracting only but may also include other methods, based on the users' profiles.
- unlike Western SDI where abstracts are mailed before the original publication is sent, processed materials are sent at once to the users.
- reviewed and processed materials maybe current or old but, in either case, timeless.

Following are two examples of the two types of SDI. The first example provides the user with an abstract only and a questionnaire to indicate whether the right kind of information has been sent to him. The second example is a description of the contents of a modified SDI package.

—EXAMPLES—
OF
SDI (SELECTIVE DISSEMINATION OF INFORMATION)

A SAMPLE OF AN SDI LOOSE LEAF

To: _____

_____

UNFPA B.1581 RMPS

Women, population and development. (United Nations Fund for Population Activities. New York, 1977, 45 p. Population Profiles, 7)

This monograph examines and reassesses the approach to women in population and family planning programmes by raising the following provocative questions: Are women treated in population programmes as passive consumers of services and information or active change agents and producers of services? Are women and men treated equally as 'problem makers' in population as well as 'problem solvers' in designing programme policy and strategies? Have family planning programmes concentrated only on the glorification of motherhood and not equal glorification of fatherhood as a continuing shared responsibility. Such issues have brought a special focus to women in programmes on population. The UNFPA has drawn up guidelines to ensure that women are not only recipients of services but active participants in population activities and that their special needs to achieve equal status are fully taken into account in the design, implementation and evaluation of the programme.

.....

To: SDI Staff _____(Name of Abstractor)

_____

☐ Send me immediately the entire copy of this publication because it is useful for my:

___ research
___ project development
___ decision-making and policymaking
___ teaching
___ training
___ general reference and knowledge
___ for leisure reading
___ report/article writing
___ for curriculum/instructional materials development
___ for meetings/conferences
___ others (please specify)

The Unesco Population Education Clearing House is undertaking the adaptation of the traditional SDI. SDI is an attempt to get the latest information to users quickly and in an abstract form. The Clearing House has modified this by eliminating the restriction to new information by including a restrospective search. The audiences of population education are teachers, educators, and school principals who need good background information for their lectures. In addition, the nature of information used by teachers concerns theories, principles and experiences which are not necessarily time-bound. Also, the form is not limited to abstract writing only. Teachers, trainers and curriculum developers need actual sample lessons, curriculum materials and training materials – not abstracts. The product of this SDI activity comprises packages of various kinds of materials compiled from various sources that have been processed, transformed and repackaged, focusing on topics that are of high interest to users. Examples of such packages focus on population education and home economics, population education and women, and population education and the environment. They contain extracts, abstracts, reprints, research summaries, curriculum materials and bibliographies, which have been derived from other publications and processed.

One SDI package, for instance, focuses on the integration of population education into environmental education. The package contains materials which will help users understand the relationship between man and the environment, as well as provide insights and actual data on how to plan, teach and implement practical environment/population activities for everyday life. The packet consists of three theoretical discussions on the relationship between population and the environment; a scope and sequence showing which population education concepts can be introduced in an environmental subject and at what grade level; a compilation of sample teaching lessons for ready use by teachers; and a listing of organisations involved in environmental and population education to help readers locate agencies which can give more information on the subject matter. This packet has been translated for use by teachers and curriculum developers engaged in population and environmental education work.

To determine the effectiveness of the packet, a feedback questionnaire is attached.

SDI Questionnaire

Name & Address _____

_____

Position _____

Projects/Activities: (kindly check and specify)

_____a) research, monitoring and evaluation (specify which area)

_____b) curriculum development (specify which area)

_____c) teaching (specify what subjects)

_____d) training (Specify which levels and areas)

_____e) project development (specify what area)

_____f) instructional materials development

_____g) library, documentation, and clearing house services

_____h) planning, supervision, policymaking (specify what areas)

_____i) others.

1. To what extent have the materials contained in this package been useful to you?

Very much	Much	Little	Very little	Not at all
_____	____	_____	_____	_____

2. In what way have they been useful to you?

_____for background information

_____for general reference

_____for curriculum development

_____for teaching

_____for research

_____for project or programme development

_____for policymaking

_____for production of instructional materials

_____others (please specify)

3. Which specific information or materials helped you most in your work?

4. What other topics and materials do you want to receive from our office?

_____a) basic concepts and philosophy of population education

_____b) curriculum development (planning, development, case studies, country models)

_____c) curriculum materials (guides, syllabus, etc. - specify on what subject areas)

_____d) in-service and pre-service teacher training (planning, development, cases)

_____e) instructional materials

_____f) personnel training for out-of-school programmes

_____g) sex education

_____h) family life education

_____i) teaching/training methodologies

_____j) population statistics

C. ANALYSIS, CONSOLIDATION AND SYNTHESIS OF INFORMATION

This strategy for the repackaging of information has the following advantages: users are saved from laborious and time-consuming perusal of materials on a particular topic: duplicates and poorly produced materials are weeded out; users are provided with a more comprehensive and authoritative view of existing information on a particular topic quickly and at less cost; and users are able to draw new knowledge from these materials.

In this strategy, information is repackaged mostly in the form of literature reviews, case studies and state-of-the-art papers. The preparation of all three follows some common procedures: gathering of available information about a particular, well-defined topic; analysis, comparison and appraisal of new information required by users; and drawing up of conclusions reflecting newly acquired knowledge.

1. Literature reviews

All the literature that have been collected on a topic are compared according to a set of variables or issues that the objectives of the review cover. For example, on the issue of which teacher training scheme for population education is the most effective, all literature or studies which have been undertaken on this topic are gathered. The literature review compares these different teacher training schemes (e.g. superordinate training, peer training, and self-instructional training) according to a set of variables, such as their effects on changes in knowledge, attitude and skills, ease of management, ease of co-ordination, training staff requirements, required training time and economic feasibility. Based on each variable, commonalities have to be viewed in connection with the conditions and methodologies existing or surrounding each literature. At the end of the literature review, new findings are drawn. In the above case, generalisations or propositions on the most effective type of teacher training scheme are presented.

A literature review carries an introduction or preface explaining the criteria used in selecting the various literature included, how many are included, their time span, the quality of their contents and the objectives of the review. In the field of population education, literature reviews have been written on the effectiveness of the discovery approach as a teaching method, the applicability of various training schemes, the range of strategies to manage and co-ordinate population education programmes, the advantages and disadvantages of various approaches to convey population education concepts, to name a few in the wide range of topics.

Following are three examples of literature reviews on values clarification as a teaching methodology in population education, various teacher training schemes in population education, and the effectiveness of the discovery approach in teaching population education. From the descriptions, a trend is noted: to determine what the literature says about the effectiveness of values clarification or the discovery approach as a methodology in teaching population education, all relevant literature and research studies are compared and contrasted, based on a set of variables, e.g. learning retention and transfer, critical thinking, more active student participation and the development of their favourable attitudes toward the subject matter. Following the comparison, generalisations are drawn up and presented.

—EXAMPLES— OF LITERATURE REVIEWS

1) **Value Clarification on Population Education.***

Value Clarification on Population Education

To help teachers in the task of teaching a value-laden and controversial subject matter such as population education, this paper presents several strategies on value clarification which show how to deal with the students' value dilemma.

This paper not only describes but also analyses and compares different models or strategies for clarifying values. It hopes to provide teachers some basic guidelines in choosing a value clarification strategy which is appropriate to the subject matter on hand, as well as the objectives, available materials and other specific matters.

In comparing these alternative models and strategies, a set of variables is used to serve as a framework or basis for the comparative analysis. These include the following:

a) valuing process – some strategies emphasise the affective processes; others stress the cognitive process and values are considered as products of thinking rather than of feeling;

b) student-teacher involvement – to discover values, some strategies require minimum teacher participation and more student involvement; others require the opposite;

c) outcome – some strategies consider value processing as an end in itself, while others require students to arrive at value decisions;

d) resources used – some strategies use paper and pencil method on the assumption that valuing is a private and personal activity, while some use discussions to expose students to others' thinking and to alternative values. Other strategies make use of simulation and role-playing because values are acquired through experiences. Based on this analytical comparison, recommendations are presented as to which type of value clarification strategies are effective for certain types of objectives and classroom activities.

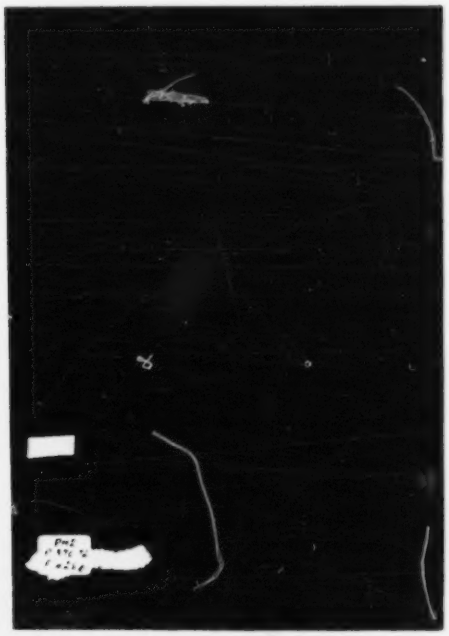
The monograph also reviews a number of studies which evaluate the effectiveness of values clarification in the attitude, knowledge and behaviour of students. After comparing and synthesising the different findings generated from these studies, the monograph presents a number of generalisations that concern attitudinal change, knowledge gain, behavioural changes, students' personality and competence, teachers' competence and personality, controversiality of the contents, and administrative support. These generalisations are new findings which have been drawn as a result of other comparative review and analysis of these various research studies.

2) **Teacher Training Schemes in Population Education,***

This literature review deals with strategies for training the primary implementor of population education – the classroom teacher. Presented are three training models: superordinate, peer and modular, which are applicable to teacher training programmes. The training scheme is of primary

* Carmelita L. Villanueva. *Value Clarification on Population Education*. Rizal, Population Centre Foundation, 1977.

* Ann Loreto Tamayo. *Teacher Training Schemes in Population Education*. Rizal, Population Centre Foundation, 1977.



concern in this paper because it constitutes a basic function in the operation of a training programme. The success of the programme depends to a large extent on the type of training scheme adopted.

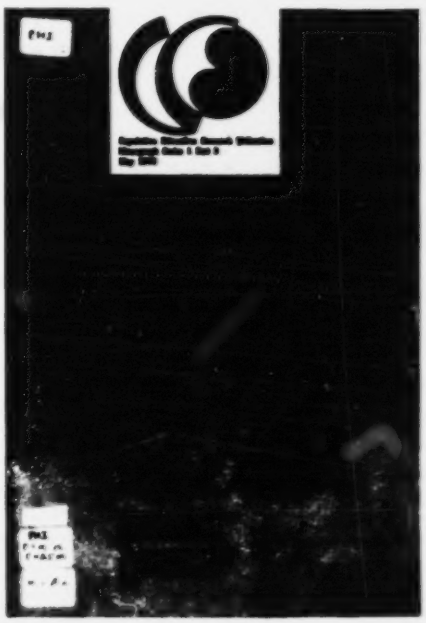
The teacher training project of the Population Education Programme (PEP) provides the perspective from which these training strategies are discussed. The PEP at present operates a nationwide programme for training teachers in population education.

The literature review focuses on the framework and viability of each training model. Factors and conditions that affect the feasibility of each training scheme are assessed to give an overall view of the effectiveness or non-effectiveness of each strategy when applied to teacher training in population education.

Finally, a comparative analysis is made of the three training strategies according to certain variables that are deemed essential to a facile organisation and management of teacher training. The comparison, in addition, is made within the context of the current problems of the PEP training programmes. In conclusion, the implications in the general progress of the PEP teacher training programme, by the adoption of each training strategy, are drawn.

3) On the Effectiveness of the Discovery Approach as a Teaching Method for Population Education,*

The objective of the monograph is to show through an analytical literature review the effectiveness of the discovery approach as a teaching method in population education. This literature review makes a selective sampling of studies on the effectiveness of the discovery approach, comparing the studies according to variables, such as learning retention and transfer, critical thinking, more active student participation in the classroom and the development of their favourable attitude towards the subject matter and the teacher. The studies reviewed have also been compared on the basis of a number of intervening variables which account for the success or failure of the discovery approach. After the comparison, eight generalisations are drawn, showing that the discovery approach is more effective than the traditional



approach in bringing about learning, retention and transfer; in stimulating critical thinking and the students' more active participation in the classroom; and in developing students' favourable attitude towards the subject matter and the teacher. However, its effectiveness is dependent on teacher and student competence, the amount

* Carmelita L. Villanueva. *On the Effectiveness of the Discovery Approach as a Teaching Method for Population Education.* Rizal, Population Centre Foundation, 1976.

of time available for instruction, the administrative support, and the compatibility of the methods used in the discovery approach and the teaching methods used in the mother units.

2. Case studies

While literature reviews present an exhaustive coverage of all known materials on a specific topic, case studies are restricted to selected information or materials, comparing them in an in-depth manner. Also, unlike literature reviews which provide immediate and critical comparisons of various literature, based on certain variables, case studies present initially an objective description of a case or programme, with findings and conclusions drawn up at the end.

In the field of population education, case studies have been undertaken on the development of out-of-school population education programmes, rural outreach strategies and programmes, local participation in population education programmes, communication strategies, amongst a wide range of topics.

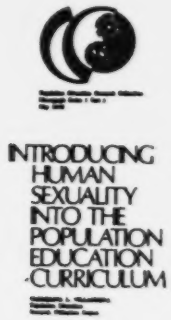
Case studies include the experiences of institutions in specific subject areas of population education. These experiences include problems encountered and strategies used in solving these problems as well as the weak and strong points of the programme. Major features are pointed out along with information about any evaluation that have been conducted. After each case has been described, lessons learned from the experiences are presented.

Case studies are particularly useful for policy makers who wish to learn from the experience of others in managing and co-ordinating population education programmes, and for trainers who seek self-improvement by inculcating the experiences of those who have undertaken similar work.

Following are three examples of case studies. The first publication analyses the experiences of the Philippines in introducing sex education into population education, the problems encountered and the various approaches used to solve these problems. The second publication presents the various ways in which population education has contributed to educational renewal and innovation in four countries. The third one describes the socio-cultural behaviours and practices that have a bearing on population education programmes.

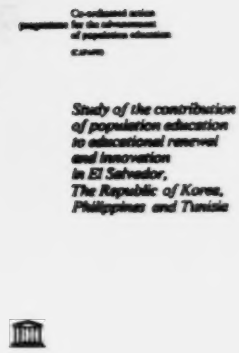
—EXAMPLES— OF CASE STUDIES

1) **Introducing Human Sexuality into the Population Education Curriculum,***



This is a monograph on the Philippines' experience in introducing sex education into population education. The monograph deals with problem areas in the introduction and acceptance of sex education in schools and documents how agencies and schools have adopted strategies to overcome them. Sex education is a highly controversial issue and because of this, integrating human sexuality into the population education curriculum may jeopardise the acceptance of the population programme in its entirety. The case study describes the strategies used in the following areas: what to teach, when to introduce the subject, how to teach, what acceptable terms to use, the role of teachers in teaching sex education, and the involvement of parents. The case study synthesises the lessons learned and also presents alternative approaches and recommendations for more effective and acceptable teaching of sex education.

2) Another example of a case study deals with the investigation of how population education programmes have contributed to the educational renewal and innovation in four countries namely, El Salvador, the Republic of Korea, the Philippines and Tunisia.** To gather data, documentary



analysis and survey techniques are used. Superintendents, school principals, supervisors, college instructors, teachers, and directors of population education research and training centres are included in the survey. The case studies have gathered information on how population education has contributed to the improvement of the following aspects of the education system: curricular revision, development of learning materials, teaching strategies and methodologies, teacher training, research and evaluation, and the educational structure. In each of these aspects, population education has positively caused an improvement in the four countries but some differences in emphasis can be found. After giving the descriptions for each country, lessons learned from their experiences are synthesised and given at the end of the document.

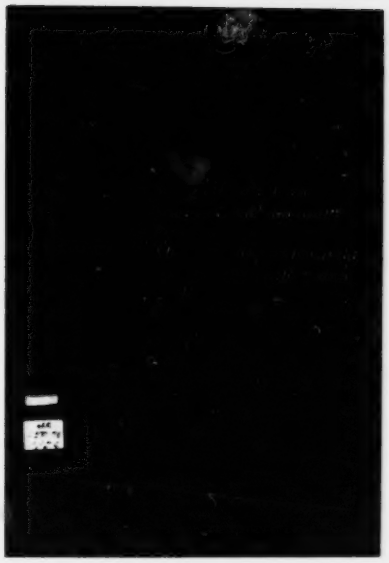
3) **The Socio-Cultural Case Studies for Population Education in Morocco, Peru, Rwanda and the United Republic of Tanzania**, published by Unesco.**

This describes and analyses the socio-cultural behaviours and practices that have a bearing on population problems, demography, family life and human sexuality, in the context of economic and social surroundings. The main conceptual frame-

* Carmelita L. Villanueva. *Introducing Human Sexuality into the Population Education Curriculum.* Rizal, Population Centre Foundation, 1976.

Unesco. Study of the Contribution of Population Education to Educational Renewal and Innovation in El Salvador, The Republic of Korea, Philippines & Tunesia. Paris, Unesco, 1980.

** Unesco. *The Socio-cultural Case Studies for Population Education in Morocco, Peru, Rwanda & the United Republic of Tanzania.* Paris, Population Education Unit, Unesco; 1978.



work that serves as basis for the case studies of the four countries is that the conflict between modern and traditional societies creates a dilemma or gap in the social and cultural rationality behind a family unit. For example, in the traditional society, it is economically rational to have a high natality rate. Also, in a society where the extended family unit prevails, a large family size enables the diversification of alliances and economic exchange, tied to marriage strategies.

Each case study makes use of anthropological research and interviews to gather data from adolescents in school or recently come-out-of-school, parents with children of school age and teachers. The data used for the case study include the following: (a) relationship between the kinship system and the productive system on the whole economy; (b) socio-political organisation; (c) integration and social participation (primary and secondary socialisation process); (d) demographic data of the respondents' society; (e) family structure and behaviour related to fertility; (f) the religious system and behaviour regarding population problems; and (g) sexuality and social practices. After an in-depth description of the experiences with regard to each country, a comparative interpretation of the analysed situations is presented to serve as basis for establishing an opinion on population education. Operational proposals based on the findings are also given in developing population education activities.

The case studies hope to promote the use of socio-cultural research in national population education projects. They should also be useful as support in teacher training activities, in order that the teaching methods may take into account the socio-cultural values and the specific needs of each population group concerned.

3. State-of-the-art papers

State-of-the-art papers as a repackaging activity increase in significance in proportion to the expansion/broadening of a knowledge base. Their main purpose is to update busy users on new developments occuring in particular subject areas or fields. Generally speaking, state-of-the-art papers treat their subject matter in detail, pulling together research findings over the years while also showing recent developments and anticipated trends.

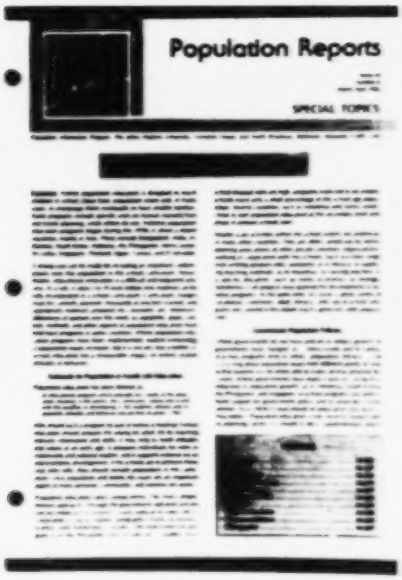
State-of-the-art papers may also trace the beginnings of a programme and the changes that have taken place since its inception, showing present trends and future directions.

Taking developments in curriculum development in population education as topic, a state-of-the-art paper may look into the present status of curriculum development in population education, the direction in which it is heading, i.e. towards mini-lessons, or infusion/separate lessons approach. A state-of-the-art paper may also focus on the number of countries that have introduced sex education in their population education curriculum and the ways by which they have done so.

Following are two examples of state-of-the-art papers. The first publication provides a comprehensive analysis of the current status and trends of population education programmes in selected countries, in terms of the following: curriculum, teacher training, materials development and programme evaluation. To facilitate the analysis, a matrix has been developed, listing down five countries having population education programmes and tracing and comparing their respective strategies in developing their curricula, in introducing population education into the schools, in undertaking teacher training, and in evaluating their programmes.

The second publication records and analyses the historical development of curriculum materials in population education in the Philippines, the alternative strategies used for curriculum development and how decisions have been reached. The state-of-the-art is based on a matrix which shows how six schools developed their curriculum materials based on several decision points, e.g. objectives, methods, content areas, language used, grade level placement, subjects for integration, etc.

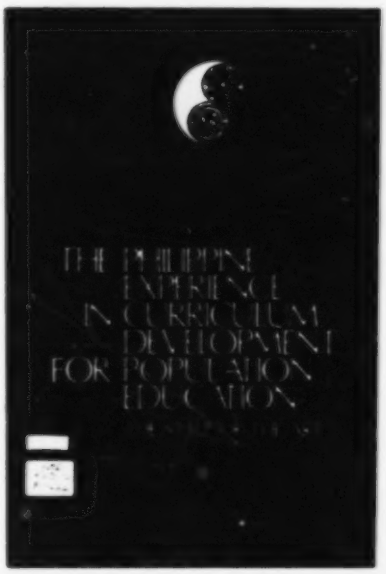
—EXAMPLES— OF STATE-OF-THE-ART



1) **The Johns Hopkins University's** *Population Reports** provides a comprehensive state-of-the-art of population education programmes in selected countries all over the world. It traces the developments, trends and future directions of the population education programmes in Bangladesh, Indonesia, the Republic of Korea, Malaysia, the Philippines, Singapore and Sri Lanka, Thailand, Sierra Leone, Tunisia and El Salvador, specifically in the following components of the programmes: planning, administration, curriculum planning, teacher training, teaching materials, and evaluation. For example, with regards to administration, the document describes how countries similarly establish population education programmes within their Ministries of Education; in curriculum planning, it shows the trends in treating population education in separate courses vis-a-vis integrating them into other subjects, the emphasis given to certain population education concepts, and the grade levels during which population education concepts are introduced. With regards to teacher training, the document shows that countries are not only undertaking in-service personnel training but are also going into pre-service teacher training and the self-instructional modular approach, as opposed to the traditional face-to-face training scheme.

2) **The Philippine Experience in Curriculum Development for Population Education: the State-of-the-Art****

This records and analyses the processes and problems involved in the introduction of population education in the Philippines; the alternative strategies considered and the decision points arrived at by agencies engaged in population education. Specifically, it describes developments and trends in the population education programmes of five schools and one agency in the following aspects: goals and objectives of the programme, population education content areas, types of curriculum materials, language used, evaluation of curriculum materials, the pros and cons of introducing the topic of contraception, the types of integration to be used, the subjects chosen for



* Johns Hopkins University Population Information Programme. "Population Education in the Schools", *Population Reports*, Series M, No. 6, March-April 1982. Baltimore: Johns Hopkins University, 1982.

** Ma. Felicitas Arnellano-Reyes. *The Philippine Experience in Curriculum Development for Population Education: The State of the Art.* Makati, Population Centre Foundation, May 1976.

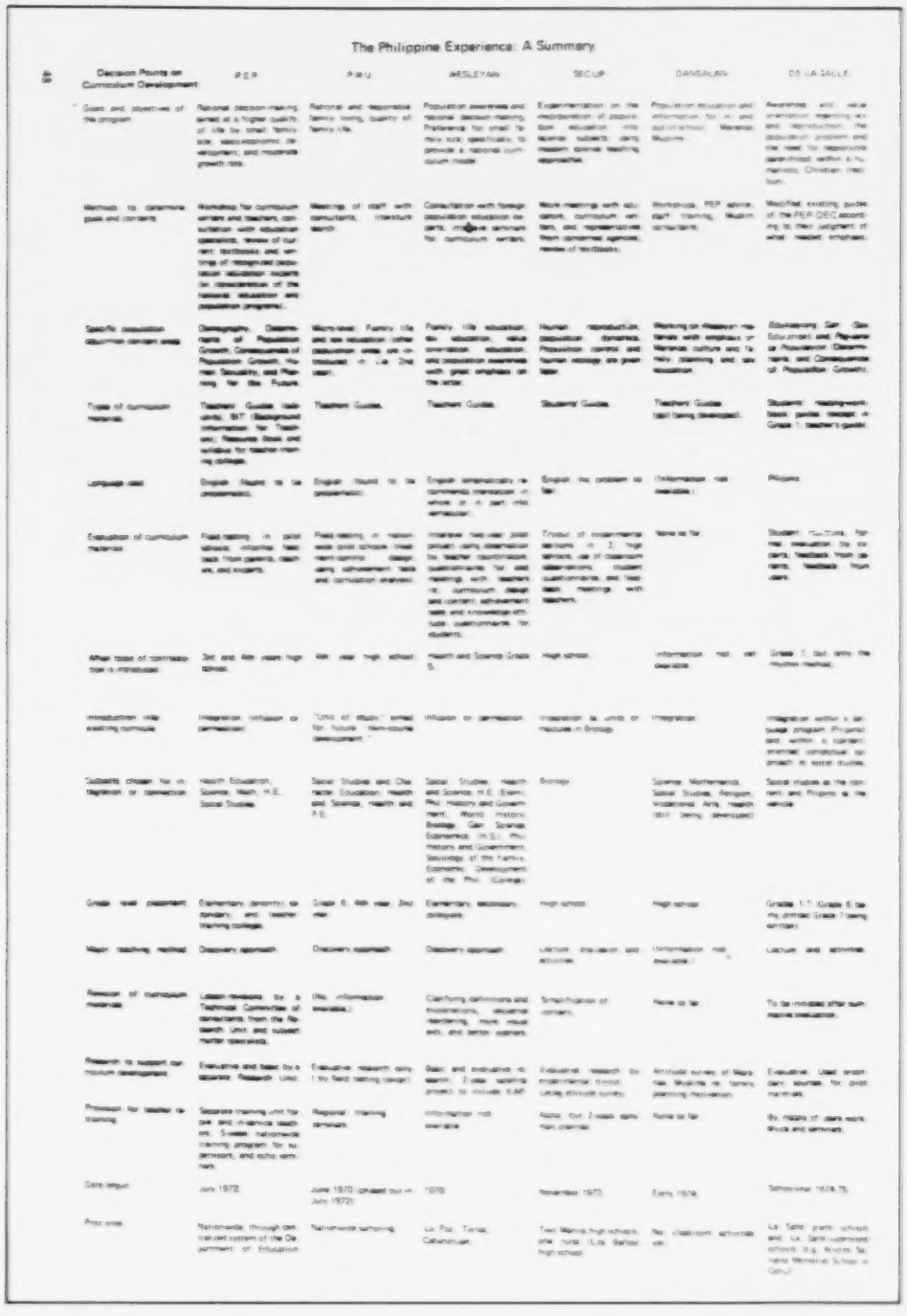
Variables Used to Show the State-of-the Art of Population Education Programmes in Selected Countries*

Table 1. Major Characteristics of Selected Established In-School Population Education Programs

Region, Country, Date of Program Initiation, & Ref. No.	Government Population Policy & Year Adopted[1]	Administering Agency	Curriculum: Content Emphasis	Curriculum: Grade Levels	Curriculum: Subjects Used	Teacher Training: In-Service	Teacher Training: Pre-Service	Materials Developed	Program Evaluation[2]
ASIA & PACIFIC									
Bangladesh 1976 (56, 134, 266, 278, 289)	A 1971	Population Education Program in Ministry of Education	Population trends and effects, population and development	4–12	Home economics, language, mathematics, natural science, social science, social welfare, and vocational and technical education	Training sessions by district population education officers, administrators, and trainers	Partially introduced in primary and secondary teacher training curricula	Teachers' manual in pilot stage	UNFPA needs assessment, 1978 (290); evaluation of change in student knowledge, 1980 (363); review of teacher training progress, 1980 (362); UNESCO evaluation of program progress, 1980 (208); tripartite review, 1981 (189).
Indonesia 1974 (56, 72, 75, 133, 134, 219, 257, 266)	A 1968	National Population Education Project in Ministry of Education and Culture. Coordination by BKKBN.	Population trends and effects, government policies	4–6 7–12	Natural science, religion, social science Geography, natural science, religion, sports and health	One-day to one-month training courses for some master teachers[3]	Partially introduced in some training institutions for secondary school teachers	Student textbooks, teachers' manuals	Some evaluation of training and materials, 1979 (75); UNFPA needs assessment, 1979 (294); tripartite review, 1981.
Korea, Rep. of 1974 (106, 219, 246, 257, 266, 313)	A 1961	Central Office of Population Education in Ministry of Education	Population trends and effects, family life, human reproduction, family planning, government policies	4–12	Geography, home economics, physical education, science, social studies	3- and 5-day courses for secondary school teachers, training booklet for primary school teachers	Population course in some universities and training colleges	Teachers' manual, student workbook, reference and resource texts, visual aids	Evaluation of curriculum, 1974, 1975, 1976 (106); UNFPA needs assessment, 1980 (313); tripartite review, 1981.
Malaysia 1973 (116, 118, 134, 219, 257, 266)	A 1966	Population Education Program in Curriculum Development Center of Ministry of Education	Population trends and effects, environment, government policies	4–9 4–6 7–9	Civics, general science, geography, health, history, language Mathematics Home science	Regular in-service training for some master teachers[3]; SLEMs in pilot stage	Integrated into health curriculum of training institute	Teachers' manuals, teacher training materials	UNFPA needs assessment, 1979 (301); tripartite review, 1981.
Philippines 1972 (246, 266)	A 1970	Population Education Program in Department of Education and Culture	Population trends and effects, human reproduction, family planning, government policies	1–10 1–8 5–10	Health, mathematics, social studies Science Home economics	Week-long courses for primary and secondary level instructors, SLEMs for teachers unable to attend	One-semester course at many teacher training institutions	Student workbooks (limited distribution), teachers' manuals, teacher training modules and course guides	Changes in student knowledge and attitudes assessed, 1970–1972 (17); pilot test of curricula, 1973–1974 (17); UNFPA needs assessment, 1979 (311).

** Ma. Felicitas Arellano-Reyee, *The Philippine Experience in Curriculum Development for Population Education: The State of the Art:* Makate, Population Centre Foundation, May 1976, p. 48-49.

Variables Used to Show the State-of-the Art of Population Education Programmes in the Philippines**



The Philippine Experience: A Summary

Decision Points on Curriculum Development	PEP	PIBU	WESLEYAN	SEC-UP	DANGALAN	DE LA SALLE
Goals and objectives of the program	Rational decision-making aimed at a higher quality of life by small family size, socio-economic development, and moderate growth rate.	Rational and responsible family living, quality of family life.	Population awareness and rational decision-making. Preference for small family size; specifically, to provide a rational curriculum model.	Experimentation on the implementation of population education into science subjects using modern science teaching approaches.	Population education and information for in- and out-of-school Maranao Muslims.	Awareness and value orientation regarding sex and reproduction. The population problem and the need for responsible parenthood within the Islamic/Christian tradition.
Methods to determine goals and contents	Workshop for curriculum writers and teachers; consultation with educational specialists; review of current textbooks and writings of recognized population educators/experts on characteristics of the national education and population programs.	Meetings of staff with consultants; literature search.	Consultation with foreign population education experts; midterm seminars for curriculum writers.	Work meetings with educators, curriculum writers, and representatives from concerned agencies; review of textbooks.	Workshops, PEP advice; staff training; Muslim consultants.	Modified existing guides of the PEP-DEC according to their judgment of what needed emphasis.
Specific population objectives/ content areas	Demography; Determinants of Population Growth; Consequences of Population Growth; Population and Sexuality; and Planning for the Future.	Man/woman; Family life and sex education (other population areas are included in Le. 2nd year).	Family life education; sex education; value orientation; education and population awareness with great emphasis on the latter.	Human reproduction, population dynamics, Population control and human ecology are given later.	Working on Maranao man/woman with emphasis on Maranao culture and its many meanings and sex education.	Elementary: Sex Education and Appreciation (Determinants and Consequences of Population Growth).
Type of curriculum material	Teachers' Guides (with units); SIT ("Background Information for Teachers"); Resource Book and syllabus for teacher training college.	Teachers' Guides.	Teachers' Guide.	Students' Guide.	Teachers' Guide. (Still being developed).	Students' Handbook; Book; guides (Grades I-III); Grade I: teacher's guide.
Language used	English. (Tagalog to be presented).	English. (found to be problematic).	English (problematic in communication in school or in part into vernacular).	English. (no problem so far).	(Information not available.)	Pilipino.
Evaluation of curriculum materials	Field testing, in pilot schools, involving field tests (more parents, teachers, and experts).	Field testing, in nation-wide pilot schools (need more control design, query, achievement tests and correlation analysis).	Interview (not used; pilot project using observation by teacher coordinator, questionnaires for pilot teachers, with teachers re curriculum, attitude and content; achievement tests and knowledge attitude questionnaire for students).	Tryout of experimental lessons in 3 high schools, use of classroom observations, student questionnaire, and feedback meetings with teachers.	None so far.	Student reactions, formal evaluation by experts, feedback from parents, feedback from users.
When topic of curriculum now introduced	3rd and 4th years high school.	4th year high school.	Health and Science Grade 5.	High school.	Information not yet available.	Grade 5 (but only the rhythm method).
Introduction into existing curricula	Integration, infusion or permeation.	"Unit of study" aimed for future mini-course development.	Infusion or permeation.	Integration as units or modules in Biology.	Integration.	Integration within a college program. Projects and within a content oriented conventional approach in social studies.
Subjects chosen for integration or connection	Health Education, Science, Math, H.E., Social Studies.	Social Studies and Character Education, Health and Science, Health and P.E.	Social Studies, Health and Science, H.E. (Exam: Phil. History and Government, World History, Biology, Gen. Science, Economics, H.S.I., Phil. History and Government, Sexology of the Family, Economic Development of the Phil. (College).	Biology.	Science, Mathematics, Social Studies, Religion, Vocational Arts, Health (still being developed).	Social studies as the content and Pilipino as the vehicle.
Grade level placement	Elementary (primary) or secondary, and teacher training colleges.	Grade 6, 4th year, 2nd year.	Elementary, secondary, college/adult.	High school.	High school.	Grades 1-7; Grade 6 (by primary) Grade 7 (being written).
Major teaching method	Discovery approach.	Discovery approach.	Discovery approach.	Lecture, discussion and activities.	(Information not available.)	Lecture and activities.
Revision of curriculum material	Liaison research, by a Technical Committee of consultants from the Research Unit and subject matter specialists.	(No information available.)	Clarifying definitions and misconceptions, sequence reordering, more visual aids, and better organization.	Simplification of concepts.	None so far.	To be revised after summative evaluation.
Research to support curriculum development	Evaluative and basic by a separate Research Unit.	Evaluative research done by field testing (design).	Basic and evaluative research. 2-year tracking project to include KAP.	Evaluative research by experimental group/control group, attitude survey.	Attitude survey of Maguindanao Muslims re family planning, motivation.	Evaluative. Used exemplary studies for pilot materials.
Provision for teacher re-training	Separate training unit for pre and in-service teachers. 5-week nationwide training program for supervisors, and echo seminars.	Regional training seminars.	Information not available.	None, but 2-week summer course planned.	None so far.	By means of class work, thesis and seminars.
Date begun	June 1972.	June 1970 (phased out in July 1972).	1970.	November 1972.	Early 1979.	Tentatively 1974-75.
Pilot sites	Nationwide, through centralized system of the Department of Education.	Nationwide tutoring.	La Paz, Tarlac, Cabanatuan.	Two Manila high schools, one rural (Los Baños high school).	No classroom activities yet.	La Salle grade schools and La Salle-supervised schools, e.g. Ateneo, Sacred Heart Memorial School in Cebu.

* Johns Hopkins University, Population Information Program, "Population Education in the Schools," *Population Reports*, Series M, No. 6; March-April 1982. Maryland: Johns Hopkins University, 1982 p. m-205.

integration, grade level placement, major teaching method, and provision for teacher training. It also shows the various emphases placed by these different programmes on their approaches to and their efforts in their activities. For example, although the approach chosen by the Ministry of Education is to introduce population education into the school curriculum through the integration infusion approach, other programmes may use the separate course or mini-course approach. The separate course approach for high school is gaining more and more following.

Guidelines

a. FORMULATION OF TOPIC, OBJECTIVE AND SUB-TOPIC OR VARIABLES

As an initial step, the problem area or topic should be determined and the objectives in dealing with that problem area should be defined. After the main topic or theme is drawn up, a list of sub-topics or variables that will contribute to the logical and systematic treatment and discussion of the main topic should be formulated. For example, if the main topic is the synthesis and analysis of experiences in introducing sex education into population education, the sub-topics may include the following: what to teach, when to teach, how to teach, terminology, teachers' competence, students' readiness, etc. The experiences of various institutions and individuals with regard to each of these sub-topics or variables should be analysed and compared.

b. SELECTION OF MATERIALS, SCOPE AND TIME COVERAGE

The second step is to gather supporting materials that can be used as references in the treatment and elaboration of each of the variables. What is the time span of the materials to be included in the analysis? Should the scope include materials produced in one country only? Or should it include other countries' experiences as well?

c. USE OF PERSONAL INTERVIEWS AND QUESTIONNAIRES

If the available materials cannot supply all the required information, interviews and questionnaires are recommended as auxiliary data-gathering tools.

d. HANDLING OF INFORMATION AND MATERIALS COLLECTED

Systematically consolidate, synthesise and analyse all the information/materials gathered. For example, in a literature review, documents should be compared and analysed in relation to major issues surrounding the topic under study. In case studies, individual cases or programmes should be described based on a common set of issues, with conclusions drawn up after the analysis or description.

e. USE OF TABLES AND MATRICES

The use of tables and matrices is recommended to help in comparing different types of literature or case studies against certain variables or issues.

D. TAILORING, REDUCTION AND SPECIAL ASSEMBLAGES OF MATERIALS

1. Abstracts

Abstracts are concise summaries of publications, but they do not offer any interpretation or evaluation of these publications. Their main objective is to reduce the amount of time spent in information gathering and selection. Well written abstracts provide readers a comprehensive idea of the content of documents, enabling them to determine the documents' relevance to their needs.

Abstracts are usually contained in journals, reports of meetings and conferences, theses, books and patent specifications.

The three basic types of abstracts are the following: informative abstracts, indicative abstracts, and evaluative abstracts.

Indicative abstracts – Generally short, these run from 50 to 150 words only. They describe the purpose or theme of publications and the main points that are discussed. Indicative abstracts are written in short sentences and the overall style is simple and objective. As they present less in-depth assessments of the contents of publications, indicative abstracts can be prepared faster and at less cost.

Informative abstracts – Long, informative abstracts are useful if the original documents are not easily available. Running from 150 to 1,000 words or longer, this type of abstract aims at a thorough summary of a publication's major issues, arguments, results and conclusions, and is therefore time-consuming to prepare. Informative abstracts are written in an objective style.

Evaluative abstracts – Also known as critical abstracts, these describe and evaluate the content and presentation of documents, pointing out their positive and negative aspects.

The items contained in an abstract depend on the nature of the original material, as seen in the following chart[11]

Type of publication	*Content of abstract*
research and evaluation	purpose, location, target groups, methods, results, conclusions
case study	type of programme, objectives, target audience and educational level, location and date, structure of the programme, the organisational methods, costs, implementation, benefits and problem areas, evaluation, conclusion
theoretical article: philosophy and general trends	main topic or issue, other topics or issues, conclusions, implications of conclusions (suggested actions)
*workshop, meetings, seminars	purpose, participants, structure or activities involved
*guides, manuals and practical materials	subject area, target audience and educational level, date, objectives, topics, divisions, structure, methodology, unique features
*bibliographies	subject, geographical coverage, scope (topics covered), audience, time range, number of items, inclusion of annotation, index and list of sources

(*usually presented as indicative abstract)

Guidelines

a. LOCATING KEY FACTS[1,2]

A document should be read thoroughly and in its entirety in order to arrive at a clear and coherent idea of its content. Key facts are mostly concentrated in a document's first paragraphs, conclusions and recommendations. While the introduction of a document may serve as a familiarisation/orientation aid, it should not be referred to as the principal source of information for the abstract. It is unwise to compose an abstract until the document has been read at least once.

b. DRAFTING THE ABSTRACT

Avoid the tendency to refer constantly to the original when drafting an abstract as this may result in the use of lengthy words and phrases lifted straight from the original. Instead, base the draft abstract on notes taken during the first reading of the document. This creates freshness in the expression of ideas, encourages the use of words and phrases more suited to an abstract's eventual readership.

c. FINALISING THE ABSTRACT

The first draft should be checked for correct punctuations, grammar and spelling, and also for its fidelity to the original document. It is edited and polished and a copy of the finalised abstract is made.

Presentation and style

- Begin the abstract by stating the document's major theme.
- Limit the length of short abstracts to one paragraph. Longer abstracts can have more than one paragraph.
- Use complete sentences in writing the abstract.
- Use verbs in the active voice. The passive voice may be used for indicative abstracts.
- Avoid the use of unfamiliar terms, acronyms, abbreviations and symbols.
- Use short tables, diagrams and equations only when brevity and clarity so require.

The succeeding pages illustrate how different types of materials namely, a research study, a manual and a workshop report, are abstracted taking into account the nature of their contents. The informative and indicative abstracts for each of these materials are subsequently presented.

—EXAMPLES— OF ABSTRACTS

1) Recent Migrants in Bangkok Metropolis: A Follow-Up Study of Migrants' Adjustment, Assimilation and Integration. (A research study)*

As the original document is a research study, the three types of abstracts similarly provide information on the following:

purpose: to find out how recent migrants adjust to the urban way of life, and to identify the various factors which impede or facilitate their assimilation

location: Greater Bangkok

target groups: recent migrants

methods: mailed questionnaires and follow-up interviews after six months for recent migrants, and once a month during a six-month period for non-migrants

results and conclusions:

- recent migrants were found to be predominantly young single men and women
- the basic and physical adjustment of new migrants is generally favourable because of assistance received from relatives, etc.
- however, assimilation and integration of the migrants have not been successful

The informative abstract of this research study provides a more thorough discussion of the issues involved, while the indicative abstract presents a more skeletal summary. The short review or evaluative abstract describes briefly the strong and weak points of the study. A weakness which has been pointed out is the study's failure to provide policy-oriented recommendations to help policy makers and practitioners in improving/correcting migration programmes or activities in Bangkok.

* Institute for Population and Social Research. Recent Migrants in Bangkok Metropolis: a follow-up Study of Migrants Adjustments, Assimilation and Integration, by Aphichat Chamratritherong & others. Bangkok, Mahidol University, 1979.

2) Training Manual in Population Education (A Manual)**

As the original document is a manual, the three types of abstracts similarly provide information on the following:

target audience: population education personnel in Asian countries who are in charge of organising and implementing training programmes for teachers, and other personnel in population education.

objectives: to provide guidelines for organising different types of pre-service and in-service training courses in population education for different types of personnel

subject area: training in population education

structure: the manual consists of six chapters

unique features: a suggested evaluation schedule is provided at the end

The informative abstract describes the six chapters in greater detail, while the indicative abstract only enumerates their respective topics. The evaluative abstract points out the features which make the manual useful.

3) Population Education: Innovative Structure and Approaches – Report of a Regional Workshop (A Workshop Report)***

As the original document is a workshop report, the three types of abstracts provide information on the following:

purpose: to encourage countries to share their experiences in population education programmes and to formulate alternative aspects of population education programmes

** Unesco. Population Education Programme Service. *Training Manual in Population Education*. Bangkok, Unesco, 1978.

*** Unesco. Population Education Programme Service. *Population Education: Innovative Structures and Approaches* (Report of a Regional Workshop, New Delhi, 23-29 October 1979). Bangkok, Unesco, 1980.

participants: 25 participants from 12 countries in Asia and the Pacific

structure: Part I is a review and synthesis of the experiences in innovative structures in and approaches to population education of the different countries

Part II contains country reports, each describing the population situation in a country and its innovative experiences in population education, both in the in-school and out-of-school sectors.

Part III contains annexes.

The informative abstract describes in greater detail the contents of each part of the report, more than the indicative abstract does. The evaluative abstract calls attention to the strengths and weaknesses of the workshop report.

RECENT MIGRANTS IN BANGKOK METROPOLIS: A FOLLOW-UP STUDY OF MIGRANTS' ADJUSTMENT, ASSIMILATION AND INTEGRATION. (RESEARCH STUDY)

INFORMATIVE ABSTRACT

This study was designed to gather information from recent migrants in Greater Bangkok relating to various factors associated with the place of origin, destination and process of moving. Specifically, it was aimed at finding out how successfully recent migrants adjust themselves to the urban way of life and identify the various factors which impede or facilitate the assimilation process. Both objective and subjective data were collected regarding characteristics of migrants, links between migrants and their areas of origin, types and process of moves, reasons for moving and expectations prior to moving, job information, cost of moving and means of communication. Migrants and native born urbanites were also compared in terms of social, economic, demographic and health dimensions. Lastly, the study was designed to assess return and out-migration. The respondents covered a sub-sample of 498 migrants from the recent migrants in Bangkok Metropolis who moved into the city during the two-year period prior to November 1977 and a sub-sample of 300 non-migrants who had lived in the city for at least two years. The tools used in data-gathering were mailed questionnaires and a follow-up interviews after six months for the recent migrants and once a month for six months for the non-migrants. The findings revealed the following: 1) Recent migrants were found to be predominantly single young men and women who moved mainly because of economic reasons. In general, men moved in order to work as skilled and semi-skilled labourers and women to work as service workers and servants. 2) The basic and physical adjustment of new migrants in the city can be regarded as fairly favourable because their moves were facilitated by relatives and they received assistance in the city easily. The majority of the migrants had jobs waiting for them before their move. They made good use of the city communication system and had never had problems in terms of housing, working, getting along with people and environment. 3) The assimilation and integration of migrants into the society was, on the other hand, not at all successful. They were not fully absorbed socially and culturally into the new community and their religious practice has dropped very markedly. They also did not use modern health facilities and still resorted to magic faith healing and traditional medicine. The migrants and urbanities were not only segregated but the migrants were limited only to lower status work. In terms of return migration, those who returned to their original places were mostly from the Northeast, with lower education and engaged in agricultural work in the place of origin.

INDICATIVE ABSTRACT

This study was aimed at finding out how successfully migrants adjusted themselves to the urban way of life and identifying the various factors which impede or facilitate the assimilation process. More specifically, it considered their characteristic types and process of moves, reasons for moving and expectations prior to moving, job information and their status compared to urbanites. It also assessed return and out-migration. The sample covered 498 recent migrants and 300 non-migrants in Bangkok Metroplis. The method of data-gathering used were mailed questionnaire and follow-up interviews. The findings showed that overall, the basic and physical adjustment of new migrants in the city can be regarded as fairly favourable. Temporary employment and working experience satisfied most migrants. The assimilation and integration into the society was, on the other hand, not at all successful. In the new community, the role of migrants was found to be segregated due to the wide gap in socio-economic conditions.

TRAINING MANUAL IN POPULATION EDUCATION. (MANUAL)

INFORMATIVE ABSTRACT

This manual is targetted to population education personnel in Asian countries who are in charge of organising and implementing training programmes for teachers and other personnel on population education. Its main objective is to provide guidelines for organising different types of pre-service and in-service training courses in population education for different types of personnel. The manual consists of six chapters. The first chapter entitled, *Issues in Population Education* highlights the issues and problems arising in connection with curriculum development in population education and with teacher education programmes in population education for elementary and secondary school teachers. These issues cover the objectives of population education, selection of content and curriculum development, mode of inclusion and training issues that deal with curriculum in population education for teachers. Chapter Two, entitled *Organising Training Programme*, provides the general pedagogical background for organising training programmes. Chapter 3, *Developing a Training Programme in Population Education* presents a general procedure for developing a training programme. Case studies are also offered of a few in-service teacher training programmes in the Asian region. It hopes to assist trainers in developing training programmes in population education in different countries according to their special needs and problems. Chapter 4, *Pre-service Training Programmes in Population Education* describes different strategies for introducing population education in pre-service teacher education programmes. Variations in target groups, institutions, duration, objectives, and content are taken into account in the suggestions offered. A range of methodologies is also listed. Chapter 5, *In-service Training Programme* identifies the various target groups needing orientation/training through in-service and their training needs are outlined. Some modalities of meeting these needs are presented in terms of the selection of clientele, training goals and objectives, duration of courses and pre-training evaluation, process evaluation, post-training evaluation and follow-up activities. A suggested evaluation schedule has also been given at the end.

INDICATIVE ABSTRACT

This manual is targetted to population education personnel in Asian countries who are in charge of organising and implementing training programmes for teachers and other personnel in population education. This main objective is to provide guidelines for organising different types of pre-service and in-service training courses in population education for different categories of personnel. The manual consists of six chapters on issues in population education, procedures on how to organise a training programme, developing a training programme in population education, pre-service training programmes in population education, in-service training programmes in population education and evaluation and follow-up activities in training. A suggested evaluation schedule has also been given at the end.

POPULATION EDUCATION: INNOVATIVE STRUCTURE AND APPROACHES: REPORT OF A REGIONAL WORKSHOP. (WORKSHOP REPORT)

INFORMATIVE ABSTRACT

The document reports the proceedings of the Regional Workshop on Innovative Structures and Approaches to Population Education organised by the Unesco Regional Office for Education in Asia and the Pacific, held in New Delhi from 23 to 29 October 1979. Attended by 25 participants from 12 countries in Asia and the Pacific, the workshop had the following objectives: 1) to enable countries with population education programmes to share their experiences; and 2) to enable countries with emerging population education to formulate alternative and innovative structures and approaches for more effective implementation of various aspects of population education programmes. Part One of the Report is a review and synthesis of the experiences in innovative structures and approaches to population of the different countries implementing population education programmes. These innovative experiences had been grouped under the various programme components such as: a) programme planning and development; b) awareness and orientation; c) curriculum and materials development; d) training of teachers; 3) administrative organisation, in both the in-school and out-of-school programmes. In the light of these experiences, the participants were divided into four groups to discuss more in-depth four main programme components: a) programme development and research and evaluation; b) awareness, orientation and training; c) curriculum and materials development; and d) inter-agency co-ordination. The existing structures and approaches used in the different programme components were analysed in terms of their advantages, disadvantages and problems. Based on the analyses, guidelines and alternative models for each programme component were suggested. Part Two of the Report contains the country reports, each describing the population situation in a country and the innovative experiences in population education both in the in-school and the out-of-school sectors. Part Three contains the annexes.

INDICATIVE ABSTRACT

This document reports the proceedings of the Regional Workshop on Innovative Structures and Approaches to Population Education organised by the Unesco Regional Office for Education in Asia and the Pacific, held in New Delhi from 23 to 29 October 1979. Attended by 25 participants from 12 countries in Asia and the Pacific, the workshop was aimed at enabling countries with population education programmes to share their experiences and to enable countries with emerging population education to formulate alternative aspects of population education programmes. Part One of the Report is a review and synthesis of the innovative structures and approaches used by the countries together with suggested guidelines and alternative models and strategies which countries can replicate or adopt. Part Two contains the country reports and Part Three carries the annexes.

2. Excerpts and extracts

These refer to the lifting of portions/sections of a document, to be used in place of abstracts or summaries. As they are less time consuming to prepare, excerpting and extracting are useful repackaging activities, especially in poorly staffed population education information centres. The objectives, conclusions and recommendations of a research programme comprise the content of a research report's extract.

Guidelines

a. SELECTION OF SECTIONS TO BE EXCERPTED/EXTRACTED

Read the original material in its entirety, marking those sections which appear relevant to the topic at hand. Decide which among these provide the most complete, accurate and concise information.

b. ARRANGEMENT OF EXTRACTS

If no single, continuous portion can provide the complete information required, extract from various parts. Extracted sections should be arranged in a way that allows ideas to flow smoothly and logically. Short introductory notes maybe used to link one section to the next. Subheads may also be used to provide continuity of thought.

c. SOURCING OF EXCERPTS/EXTRACTS

The sourcing of extracts/excerpts should cite the following items:

- for extracts taken from a single document – a short introductory paragraph; the publication's title, author, publisher and source; the page reference; it may also be necessary to define the context in which the sections have been extracted, to enable a better understanding and appreciation of the extracts.
- for extracts taken from different documents – the publication's title, author, publisher, source, date of publication, the page reference.

d. USE OF PUBLISHED EXCERPTS

A published excerpt that is edited for re-use becomes an adaptation. This should be noted in the introduction to the excerpt and in the letter to the author. Provided that they are not used as a major section or text of a forthcoming publication, extracts of books and other literary works may be copied in their entirety.

e. PERMISSION TO EXTRACT/EXCERPT A PUBLICATION

The copying of entire publications can be a service rendered between population education information centres, if the copyright ownership of these publications cannot be traced.

If a publisher has not signed any resolution on fair use, permission should be secured for the use of the following: quotations of 50 words or more, tables and illustrations, excerpts of poems. Letters requesting such permission should describe the specific material concerned and the use intended for it, and should also cite the publication's title, author, publisher, date of publication, the sections that will be extracted and the pages where they appear. The document/publication in which the extract will be used should also be described.

Following are three examples illustrating the use of excerpts and extracts. The first example shows how the source of an excerpt is credited. The next two sample lessons are part of two booklets which consist of many excerpted lessons from curriculum materials developed by national population education programmes in Asia.

—EXAMPLES—
OF
EXCERPTS AND EXTRACTS

SELECTED TEACHING LESSONS ON
ENVIRONMENTAL & POPULATION EDUCATION FOR GRADES 5 TO 9

(An SDI Service for Population Education)

Excerpted from: Ministry of Education. Curriculum Development Centre. Population Education Unit. Man's influence on the resources and the environment. Colombo, Sri Lanka [1976] p. 21-29, 39-45, 59-84.

CONTENTS

- The Biosphere: interactions between plants and animals
- Plant and animal system: utilisation of plants and animals by man
- Influence of man on plants and animals
  - a) methods adopted by man to increase his food supply
  - b) consequences of man's actions on the environment

Population Education Clearing House
UNESCO REGIONAL OFFICE FOR EDUCATION IN ASIA AND OCEANIA
Bangkok, Thailand

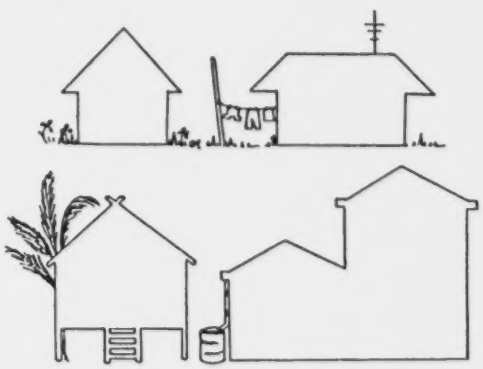
BKP/79/RH/689-300

This is one of the documents included in the SDI packet on environment and population education. It is a compilation of selected teaching lessons excerpted from a publication of the Ministry of Education of Sri Lanka. Note that credit is immediately given on the covering page.

CONTENT : FAMILY SIZE AND FAMILY NEEDS IN TERMS OF HOUSING AND SPACE
OBJECTIVES: *To compare population increase and housing facilities and space*
GRADE LEVEL: LOWER PRIMARY
SCOPE & SEQUENCE NO.: III.A.3

Bahay-bahayan

How many people can fit in the houses below? Draw a family into each house and roof



From: *For children: the Fun-to-learn and-Do Magazine.* Vol.1, No.5. 1974, p. 25.

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These sample lessons, (on this page and the next) which have been excerpted and adapted from two different publications, are part of a booklet containing about 10 sample lessons excerpted from different publications with the objective of showing how population education concepts can be integrated into geography.

CONTENT : FAMILY SIZE AND FAMILY NEEDS

OBJECTIVES: *To identify the needs of the family and effects of family size on the needs of the family.*

GRADE LEVEL: LOWER PRIMARY

SCOPE & SEQUENCE NO.: III.A.3

A PROBLEM OF MONEY

It was Friday evening. Timoci Nayaga had just come home from work. He lived in Suva and worked in a garage. He was not feeling very happy. He sat down at the table in the living room.

"Here you are," he said to his wife Vasiti. "This is my pay for this week." He put a pile of one and two dollar notes on the table. "All we have is $18.00," he went on, "and we have to do so much with it to look after the five of us!"

"Don't be so upset," replied Vasiti. "It is surprising what we can do with this much! You are being very miserable today."

"Well, I did want to go out with George this evening to meet some of his friends. Every time I go out I need some money to spend. Now I can't go, for there will not be any money left over.

Vasiti said quickly, "Well, we have to pay the rent, buy food, and pay school fees at the end of the month. And then there are bus fares and new school uniforms for Mere, Ana, Raju and Gopal. And we ought to save some money. Still, I am sure that if we sit down and work it all out we can find some money for you to go out with George tonight."

Mr. and Mrs. Nayaga receive an average $ 18.00 a week. They have to spend some money on certain things (such as rent, food, and bus fares) every week; other things (such as clothes and newspapers) they spend money on once a month; and other things (such as school fees), they spend money on less often.

Imagine that you are Mr. and Mrs. Nayaga, who have five children at school. How would you spend the money which Mr. Nayaga earned this week?

Copy and complete the list in your notebook or work in groups as directed by your teacher.

For Family of Six with Four Children

	Income $18.00
Rent	
Food	
Household goods (e.g. towels, soap)	
Clothing for 6 persons	
Light and power (e.g. kerosene)	
Transport (e.g. bus fares)	
Savings	
Entertainment & Social (Films, Church donations Sport)	
School fees (four children at school)	
Other (e.g. Insurance)	

Let us say that the Nayaga family has only two children, how is the money to be spent on a family of four?

For Family of Four with Two Children

Rent	
Food	
Household goods (e.g. towels, soap)	
Clothing for 4 persons	
Light and power (e.g. kerosene)	
Transport (e.g. bus fares)	
Savings	
Entertainment & Social (Films, Church donations, Sport)	
School fees (two children at school)	
Other (e.g. Insurance)	

Adapted from: Fiji. Ministry of Education, Youth and Sport. *Looking at families - social science 1.1.1; pupil's study book parts I & II.* Suva, 1976, p. 14-15.

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3. Reprints

These are straightforward and direct photocopies of sections or pages of a publication. They are particularly useful when a publication is available in limited copies, or when a user's needs are restricted to specific sections of a publication only.

Public and academic libraries are allowed to photocopy materials within the bounds of the following conditions: distribution is limited to one photocopy per article per person only, reproduction is limited to one photocopy per publication only, and photocopies of materials are strictly for research use or private study only.

Guidelines

a. SOURCING OF REPRINTS

Reprints should be accompanied with a brief note giving the title, author, publisher of a publication, as well as the address of its distributor/source. The publication should also be briefly described. These information can also be itemised on the cover of the reprints. An easy method of sourcing the reprint is by photocopying the title page of the original publication and using it as cover of the reprint.

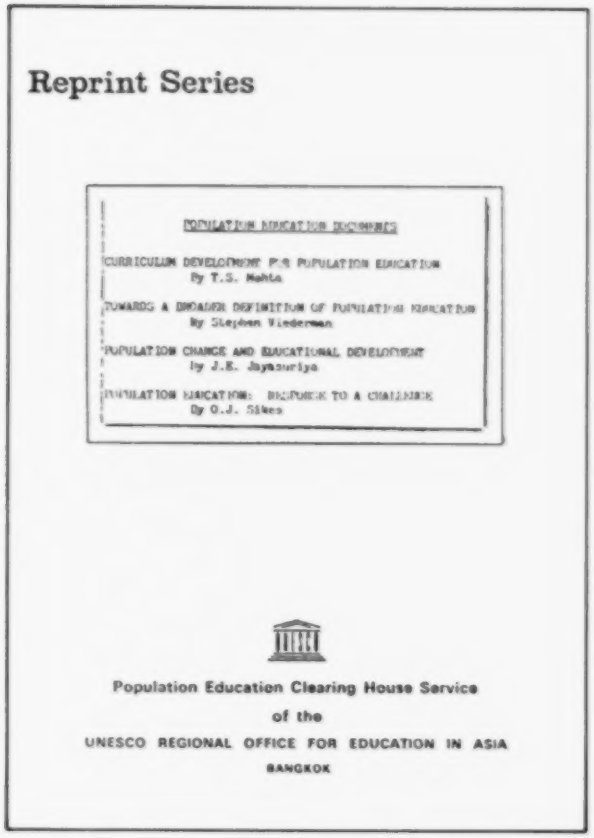
b. PERMISSION TO REPRINT

Ideally, permission to reprint, extract and excerpt a publication should be secured from the author and publisher. Full credit should be given, if required.

The main guidelines used in preparing extracts and excerpts are also applicable to the preparation of reprints.

Following are two examples of reprints. The first one, entitled "Population Reprints in Sri Lanka," contains reprints of new stories on population from various periodicals. The second one consists of papers and articles on various aspects of population education written by experts and authorities in the field.

—EXAMPLES— OF REPRINT



This Reprint Series consists of four articles written by well-known experts in the field of population education. Each series focuses on a main theme or an aspect of population education. For example, this series carries articles on the theories, definitions and coverage of population education.

Population Reprints Sri Lanka, is a compilation of reprints of news articles from various periodicals published in Sri Lanka and in other countries.

SRI LANKA - AN IDEAL VENUE FOR THE CONFERENCE: Part of an interview with Dr. Ranjith Attapattu, Minister of Health.

QUESTION: This regional population conference is held every 10 years. In your opinion what have been the major trends and advancements in population planning and family planning over the past ten years in Sri Lanka and in the region as a whole ?

ANSWER: The major trend that has been observed in Sri Lanka has been the tendency, of both men and women, to marry at a later age. Today the average age of marriage of a Sri Lankan man is 27,8 and a woman is 24,4, which is significantly high than in most Asian countries. This is an indication of better education as well as employment opportunities for women. Women who study longer and are gainfully employed tend to marry later and do so with a greater awareness of the need for planning their families. This shows clearly an awareness of population problems among the people.

Another feature in Sri Lanka has been the dramatic improvement, Over the last three years, in the delivery of family planning services. This has been due in no small measure to the establishment of the Project Ministry of Family Health with the specific responsibility of implementing the national family planning programme. As the Minister in charge I am proud to say that our programmes and services have reached areas and groups that had had poor coverage earlier. Hospital and clinic facilities have been upgraded; staff have been trained; paramedics have been actively incorporated into the programme and outreach facilities for acceptors in the rural areas have been greatly improved.

However, much remains to be done. Our programme has to meet the continuing challenge of a population 50 per cent of which is under 20 years of age.

Another feature of special significance in Sri Lanka is that population issues have been elevated above party politics. All major political parties have pledged themselves, in open forum, to a policy of limiting population growth. This is a matter of great significance in the vigorous multi-party Parliamentary democracy we possess in Sri Lanka.

Source: Asian Pacific Population Programme News, Vol. II, No.3, 1982. ESCAP, BANGKOK.

This is a sample news story which has been reprinted from Asian Pacific Population Programme News a newsletter of the Population Clearing House of ESCAP.

4. Handbooks and Manuals

These are usually a compilation and consolidation of information obtained from various sources. Presented in a how-to-do format or as a series of easy-to-follow instructions, handbooks and manuals aim at providing a practical reference tool to help practitioners, researchers and other population education professionals in the performance of their jobs.

For example, a publication entitled, "Population Handbook," serves as a quick guide to population dynamics for journalists, policy makers, teachers and students. Another handbook provides outreach workers with effective ways to communicate family planning messages and means to dispel rumours and correct misconceptions.

Guidelines

a. IDENTIFICATION OF OBJECTIVES, USERS AND THE SKILLS TO BE IMPROVED

The users of handbooks and manuals are most often practitioners in the population education field who need simple, concrete and practical information concerning their day-to-day work. Handbooks and manuals may teach easy demographic calculations to students, or they may present teachers with more effective ways to convey population education messages to motivators and extension workers. They may also be

intended for administrators, showing them the techniques for better management and co-ordination of population education programmes.

b. IDENTIFICATION OF THE MAIN THEME AND THE MAJOR ISSUES SURROUNDING THE SKILLS TO BE IMPROVED

Once the theme of the handbook or manual has been established, the major issues or points surrounding the skills to be improved are identified. Where possible, interview a few target users on the problems they may have encountered with regard to the subject matter of the handbook. Make a list of the difficulties and problems that hinder the performance of their jobs. Based on their response, the list of issues to be included in the handbook is revised.

c. ORGANISATION OF RELATED LITERATURE

Compile available literature on the subject and group them according to the specific issues or problem areas identified. Extract from these materials salient guidelines on how to resolve the respective problem areas/issues.

d. PRESENTATION

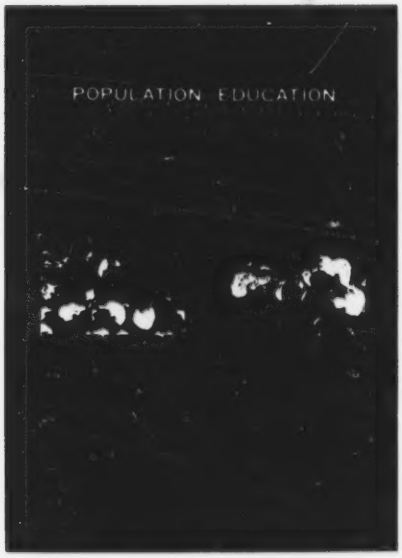
Write in a clear and straightforward style, expressing instructions and procedures in short sentences using the active voice. Avoid the use of technical jargon. Present synthesised ideas in a logical sequence.

Design an attractive layout to encourage use of the handbook or manual. A layout that provides breathing space gives users considerably more opportunity to clearly focus and concentrate on the text. Divide the text into sections, using subheadings in bold faces. The sections of the main text should be distinct from those of the guidelines. In this way, the emphasis on specific items in the guidelines or procedures is retained.

Following are three examples of handbooks and manuals. The first one is aimed at providing field workers with practical strategies and materials in integrating population education concepts into various development programmes. The second one provides librarians and documentalists with basic procedures in building a population education collection or library. The third one describes the practical steps to be taken in planning and developing a teacher training programme in population education. One will note that the users of manuals and handbooks are practitioners in the field, e.g. field workers, librarians and trainers.

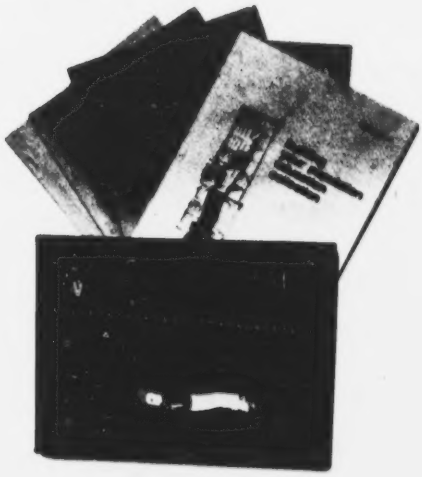
—EXAMPLES— OF HANDBOOKS AND MANUALS

1) Population Education in Non-Formal Education and Development Programmes: A Manual for Field Workers*



This manual aims at providing practical examples of strategies, approaches and materials which integrate population education into various development programmes. It is a ready reference for use by field workers, specifically giving them step-by-step instructions on how to plan an out-of-school population education programme; how to develop curriculum materials in out-of-school population education, as well as to evaluate them; and how to integrate population education concepts into food and nutrition, backyard vegetable gardening, poultry raising, public health and hygiene, civic citizenship, dressmaking and lowland rice production.

2) Building Your Population Education Collection**



Produced for librarians and non-librarians who are engaged in work related to building and organising a population education collection, this six-part manual provides procedures, starting from identifying the intended users and their information needs, to drafting an acquisitions policy, identifying the sources of population education materials and acquiring them, and finally, processing a book for inclusion in the collection (i.e. how to catalogue and assign classification numbers, subject headings and call numbers.) In addition, users are provided with ready references of recommended titles which could constitute the core collection, other titles for future acquisition as the collection expands, directories of institutions/sources where these materials can be procured, a short set of guidelines in building a mailing list and in disseminating documents.

3) Preparing Teachers for Population Education: A Handbook.***

This handbook is intended for all who have some responsibility for programmes in education in population education for teachers, either of the pre-service or in-service type. It outlines the practical steps to be taken in planning and developing a teacher training programme in population education. It also presents a series of learning experiences to illustrate the planning of teaching-learning activities focused on teaching skill practice for

* Unesco. Population Education Programme Service. Population Education in Non-formal Education and Development Programmes: A Manual for Field-Workers. Bangkok, Unesco, 1981. 260 p.

** Unesco. Population Education Programme Service. Building Your Population Education Collection. Bangkok, Unesco, 1980.

*** Unesco. Population Education Section. *Preparing Teachers for Population Education*. Paris, Unesco, 1983. 129 p.

implementing population education at the teacher education level.

4) Educator Training for Out-of-School Population Education – A Practical Guide****

A Unesco publication, this offers practical guidelines on how to plan, prepare, conduct and evaluate a training programme in out-of-school population education.

It is addressed to policy makers, administrators and educational personnel responsible for planning, organising and conducting educator training programmes in out-of-school population education.

DISTRIBUTION LIMITED
ENGLISH ONLY

MAY 1984

UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND
CULTURAL ORGANIZATION (UNESCO)

EDUCATOR TRAINING FOR OUT-OF-SCHOOL POPULATION EDUCATION
- A PRACTICAL GUIDE -

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This guide is made up of nine chapters which are arranged in a logical sequence, showing the development of a training programme. Chapter I defines the concept and goals of population education and the special considerations required when dealing with a wide range of target groups in the out-of-school sector. The next three chapters describe the steps involved in planning and preparing an educator training programme that responds to the needs of trainees and the client groups in the community. They discuss various key factors which must be taken into account and the step-by-step process of programme development. The final step is the elaboration of instructional materials which is given in Chapter 5.

Chapters 6 and 7 outline the modalities, methods and process of actually conducting a training programme and its evaluation. Finally, Chapter 8 summarises the steps to be taken in the preparation of a training programme, while Chapter 9 provides a checklist of common problems and their possible solutions. The annexes contain research instruments to determine training needs and the effectiveness of a programme, sample curricula and a bibliography.

5. Package of Materials

The difference between a package and a handbook is that a package is usually a compendium of various kinds of materials presented in the form of abstracts, loose sheets, curriculum materials, syllabuses, course outlines, lessons, data sheets, reports, reprints, excerpts, scripts, etc., which are often times simply reprinted; a handbook, on the other hand, has to be re-written and organised into a coherent whole. While the materials in a package deal with different aspects of a particular topic, they may share similar themes and sets of objectives.

Packages are used as tools in training, as instructional materials for teachers and students, as reference tools for information workers and the mass media, and as reference materials for resource speakers, to name some uses.

Packages present the following advantages: a select range of materials on a particular topic is

**** Unesco. *Educator Training for Out-of-School Population Education – A Practical Guide*. Paris, Unesco, 1984.

presented all at one time; there is no demand placed on the writing skill of the staff of a population education information centre as the work requires mainly the collection of materials.

Packages generally begin with an introduction to explain their objectives and main theme in relation to the various materials included.

Guidelines

a. IDENTIFICATION OF OBJECTIVE, THEME AND USERS OF THE PACKAGE

Establish the objective of the package and decide on its main theme as well as sub-themes. Determine the target users.

b. SELECTION AND PROCESSING OF MATERIALS

Gather various materials that can expand the discussion of each sub-theme. Select from these materials those that will go into the package and process them. For example, a research report may have to be abstracted, translation may be required of some materials, and some articles may need to be synthesised.

If reprints or excerpts are included in the package, credit must be given to their authors. Where required, permission for use should be secured first.

Limit the materials in a package to short items of high quality. Materials should not be more than two to three pages long each.

c. PRESENTATION

Design an attractive cover and layout to encourage users to examine the packet and to give each material an equal chance of being read.

d. USE OF SELF-MAILING QUESTIONNAIRE

Include a self-mailing questionnaire in the package, soliciting user's feedback on the usefulness of the package.

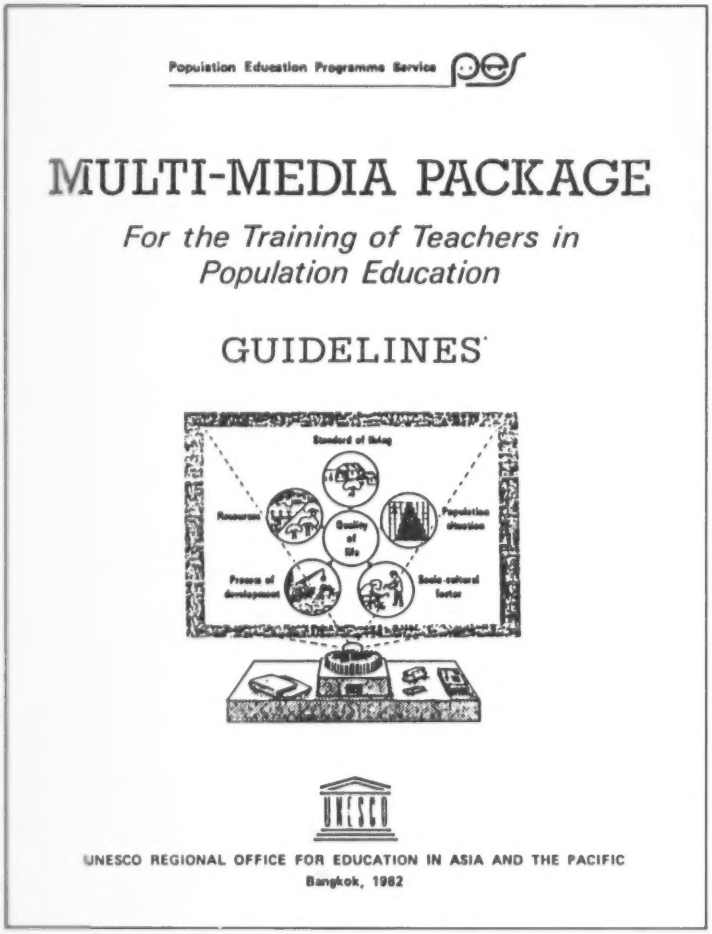
Following are two examples of packages. The first one consists of a set of multi-media materials, such as background readings, self-learning modules, radio casette scripts, a comic book and an audio-visual kit. All these materials are joined together by a single objective: to upgrade the knowledge of secondary school teachers concerning all aspects of population education. The second package, called an SDI package, contains excerpts and reprints focusing on population education and home economics.

—EXAMPLES— OF PACKAGE OF MATERIALS

1) A multi-media package produced for the training of teachers in population education consists of what can be considered as a minimum acceptable package, particularly intended for the training of secondary school teachers.* These include background readings in population education; five self-learning modules on the relationship of population change with (a) educational development, (b) food, nutrition and health, (c) the environment, (d) employment, (e) migration and urbanisation; radio-cassette scripts on the socio-cultural aspects of fertility; a comic book; and an audio-visual kit on the demographic concepts of population education. The main theme is to upgrade the knowledge of secondary school teachers concerning all aspects of population education, to give them a sound knowledge base for teaching population education.

On the next page is a table showing the various materials contained in the package and the various themes or sub-topics that are elaborated upon.

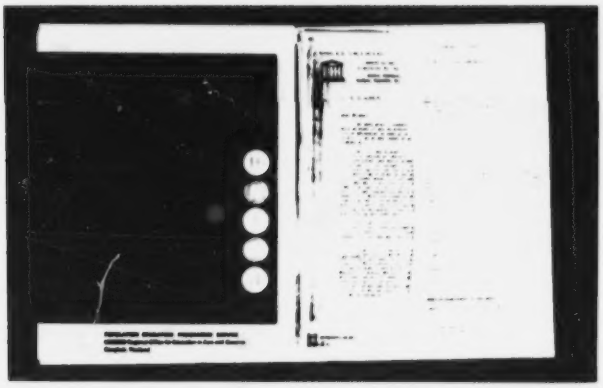
* Unesco. Population Education Programme Service. *Multi-media Package for the Training of Teachers in Population Education*. Bangkok, 1982.


Population Education Programme Service
MULTI-MEDIA PACKAGE
For the Training of Teachers in Population Education
GUIDELINES
UNESCO
UNESCO REGIONAL OFFICE FOR EDUCATION IN ASIA AND THE PACIFIC
Bangkok, 1982

Part	*Title*	*Topics/Themes*	*Expected learning outcomes*	*Suggested Methodology*
I	Readings in population education	1. Population education: nature and goals 2. Population education: approaches and strategies 3. Population education: teaching methodologies 4. Population education: evaluation of training	1. Acquire knowledge about the nature and goals of population education, approaches and strategies used in curriculum development, methodologies of teaching, and evaluation of training programme	Self study and/or lecture discussion Try-out some approaches/strategies and teaching methodologies suggested Use the evaluative research instrument suggested in appropriate training programme in population education
II	Self-learning modules	1. Population change and educational development 2. Population change, food, nutrition and health 3. Population change and environment 4. Population change and employment 5. Migration and urbanization	1. Recognize the inter-relationships of population change and different aspects of quality of life 2. Acquire knowledge on the process of developing self-learning modules	Individualized study followed by group discussion, with the trainer acting as module manage.
III	Radio/cassette scripts	1. Socio-cultural values affecting fertility behaviour 2. The status of women as affects fertility behaviour	1. Acquire knowledge about writing scripts for radio/cassette 2. Acquire knowledge of some socio-cultural values, status of women, and nutrition as related to fertility behaviour	Straight talk, panel discussion or dialogue
IV	Comic	1. Boon's family	1. Realize that comics can be used as one media for presentation of population education concepts	Self study as motivation for serious discussion of some population problems/issues involved
V	*Audio-visual kit on demographic concepts of population education	1. Planning for the future 2. Population and population growth 3. Measuring population growth 4. Composition, structure of population and demographic transition 5. Our future is in our hands 6. Population education	1. Understand basic demographic concepts concepts as related to population education	Group presentation of slides and tapes followed by individualized exercises in the workbook or In places where facilities for slide projectors and tapes recorder are not available, the script for the cassette and workbook can be used for group presentation as well as for individualized study

* This part is not provided with all the packages. However, script for the cassette tapes and workbook has been provided in all the packages.

Note: The materials presented in the Package can be used in the order it has been organised but the trainers are free to adapt the materials and reorganise them to suit the specific needs of the target audience and local conditions.



2) To provide systematic training for those engaged in population education, specifically to develop expertise in the collection, analysis, processing, retrieval and selective dissemination of information, two packages of training modules and reference materials have been developed. The first package contains seven modules which focus on library skills, including the acquisition, cataloguing, classification, preservation and storage of print and audio-visual materials.

The second package contains two booklets. The first booklet deals with basic but important skills for assessing or judging the quality of documents, followed by such activities as the processing and analysis of materials, literature searches, the preparation of bibliographies and the writing of different types of abstracts. The second booklet, which is on information services, contains five modules all of which involve more sophisticated information and exercises on the preparation of materials for general and special audiences, the selective dissemination of materials, the tailoring of information, the popularisation of clearing house services, the development of a distribution strategy and the establishment of networks, either on the national or international levels. Each of these packages consists of abstracts, loose sheets, syllabuses, course outlines, data sheets, readings, bibliographies, and glossaries, which are used for the exercises in each module.

3) The Selective Dissemination of Information (SDI) Kit is also considered a package of materials as it contains different forms of repackaged documents, such as reprints, excerpts, bibliographies abstracts, photocopies of materials, all of which focus on one theme. For example, the SDI packet on home economics* and population education aims to show that home economics, an essentially family centred, skill-oriented and decision-making subject, concerned primarily with strengthening family life, is a subject that lends itself to an infusion of population education concepts. To show home economists, teachers and curriculum developers how this can be done, the packet contains excerpts and adaptations of an article, "Home Economics Education and Population Education" which gives the highlights, conclusions and recommendations of a study investigating the structures, curricula and methodologies of home economics education in nine countries in Asia, with the purpose of identifying strengths, weaknesses and entry points for infusing population education; a reprint of "Home Economics with Population Education", which gives the conceptual framework for integrating population education into home economics. and finally, a batch of teaching lessons which deal with managing family resources, establishing satisfactory family relationships, the feeding of children, health care and clothing management skills.

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* Unesco. Population Education Clearing House. *Selective Dissemination of Information: Population Education & Home Economics*. Bangkok, 1980.

E. DATA COMPILATION AND PROCESSING

Vast amounts of quantitative data and statistics are derived from the field of population education. However, these data are not always properly collected nor systematically organised and are often expressed in highly specialised, technical terms.

Data lose their usefulness if they cannot reach the users in good time and if they are not presented in forms understandable to them. Most inquiries on population education may require the evaluation of data, the analysis of secondary data, interpretation of raw data, reclassification of data, or even the presentation of simple calculations.

Data can be transferred into manageable and usable forms in a variety of ways.[13] One is by tabulating them. A tabular arrangement displays figures more meaningfully and facilitates comparisons between them. In addition, it easily demonstrates a two-way relationship between variables, as well as a three-way association among them.

Data can also be transferred into graphs and diagrams, which have a stronger impact than tabulated data and are therefore more readily absorbed and understood. Graphs and diagrams aim at helping users understand a mass of data by appearing to the use of their visual perception. Graphs are used to portray trends over time, frequency distributions and relationships between sets of data. The predominant forms of diagrams are pictorial representations, bar charts and pie charts.

Bar charts or column charts display frequency distributions, percentages and averages. Data are accurately presented by a series of bars, with the length of each bar indicating the size of a specific figure. The pie chart is particularly effective in comparing the relative sizes of three to eight component figures.

Presentation of data will of course vary depending on the needs and characteristics of users. Data can be presented in more technical terms to specialists and research workers, but they should be reduced to simpler forms to enable wider use by teachers, trainers, IEC workers, doctors, students, etc.

Guidelines

a. TABULAR ARRANGEMENT OF ITEMS

Arrange items in a way that enables readers to spot and test inferences, without having to refer to the text. Use the same format for tables that use similar data but different variables. Avoid placing different kinds of information under the same column.

b. STRUCTURING OF A TABLE

Minimise the number of entries without excluding vital information.

Clearly and briefly indicate the table's subject matter in the title.

Leave the cell blank if a column title does not apply to an item in a row stub.

Minimise the use of horizontal and vertical lines.

Give short and clear headings for each row in the far left column; apply the same principle in writing row headings and column headings.

Use explanatory footnotes in the first table if abbreviations are used.

c. USE OF NUMERICAL ENTRIES

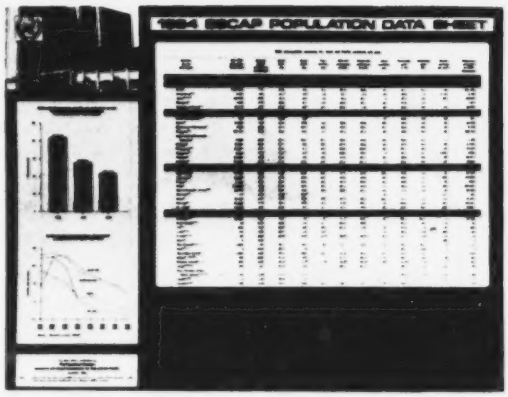
Rules concerning the use of decimals and the rounding off of numerical entries should be consistently observed.

Following are graphic presentations of population data, using tables, bar charts and pie charts.

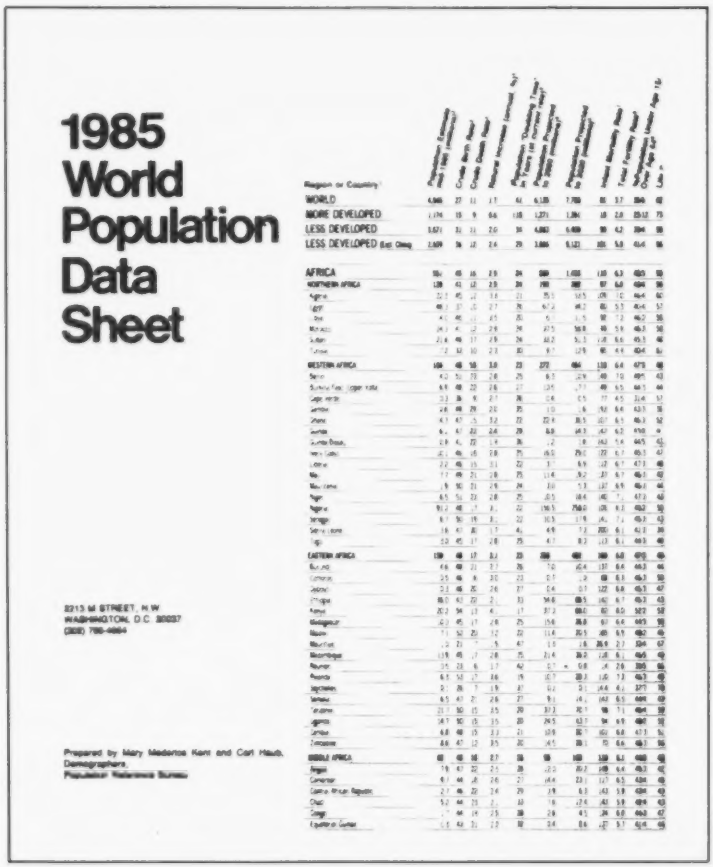
—EXAMPLES—
OF
DATA COMPILATION AND PROCESSING

1) 1984 ESCAP Population Data Sheet,* published by the Population Division, ESCAP. A poster size data sheet, this contains estimated and projected crude birth rate, crude death rate and rate of increase (per thousand population) in the ESCAP region during 1960, 1984 and 2000; estimated and projected annual rate of population growth, 1960-2000; and 1984 demographic estimates for Asia and Pacific countries and areas.

The entries have been derived from various sources, which are cited at the bottom of the data sheet.



* ESCAP. Population Division. *1984 ESCAP Population Data Sheet.* Bangkok, ESCAP, 1984.


1985
World
Population
Data
Sheet

1337 M STREET, N.W.
WASHINGTON, D.C. 20037
(202) 785-4664

Prepared by Mary Mederios Kent and Carl Haub, Demographers, Population Reference Bureau

Source: Population Reference Bureau. *1985 World Population Data Sheet.* Washington, D.C., Population Reference Bureau, Inc., 1985

Fertility and family planning

● IPPF member △ Other FPA

Population in millions (mid-1984)

Annual population growth rate (per cent) 1980-85

Number of children per woman (1980-85)[1]

Government perception of fertility level ◒ Acceptable ● Too high ○ Too low ⑦ Not known

Government policy to influence fertility ◒ To maintain ● To reduce ◓ To raise ○ No intervention ⑦ Not known

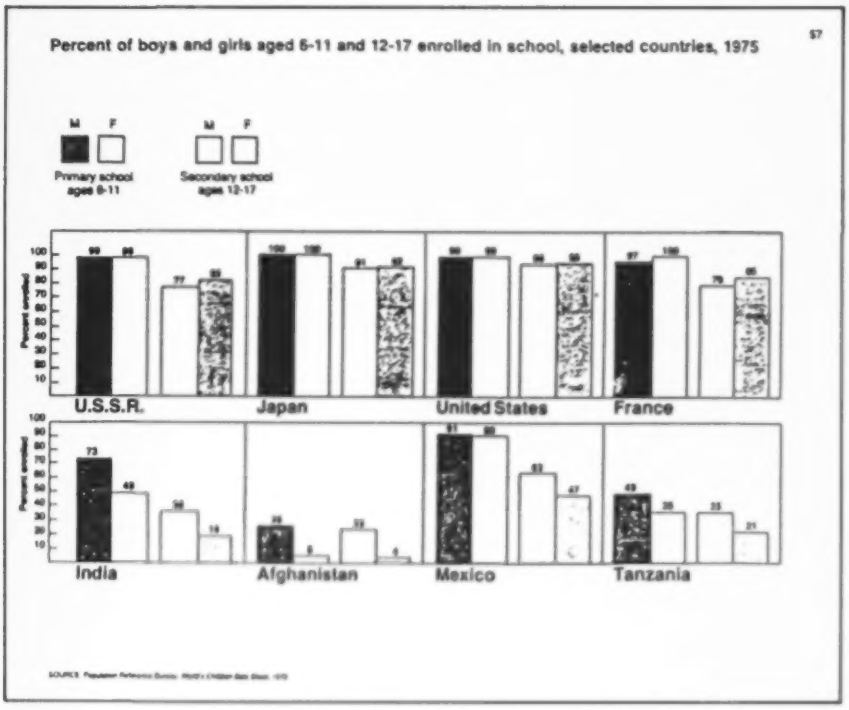
Government position[2] on contraceptive services ⊙ Interest ⊕ Some support ⊕ Active support ○ No support ⊖ Restrictions ⑦ Not known

Availability of contraceptive services and supplies

AFRICA								
Algeria		21.8	3.5	7.2	●	●	⊕	Through govt MCH centres
Angola		7.9	2.6	6.4	◒	○	⊕	MCH/FP programme being developed
Benin	●	4.0	3.1	6.7	◒	○	⊕	Some services through govt MCH centres and FPA
Botswana	●	0.9	3.2	6.5	●	●	⊕	Through govt health services
Burundi	△	4.8	2.6	6.1	●	●	⊕	FP being integrated with MCH; some contraceptives available at pharmacies
Cameroon		9.3	2.5	5.7	●	○	⊙	Contraceptives at a govt clinic, some mission hospitals and pharmacies
Cape Verde		0.3	1.6	7.6	◒	○	⊙	FP to be developed as part of MCH
Central African Rep.		2.5	2.5	5.9	○	○	○	No services
Chad		4.9	2.1	5.9	◒	○	○	No services
Comoros		0.4	2.9	6.1	●	○	⊕	Through govt MCH centres
Congo		1.7	2.7	6.0	○	◓	○	Some contraceptives at pharmacies
Djibouti		0.3	2.7	!	●	○	○	No services
Egypt	●	46.2	2.4	4.7	●	●	⊕	Through govt programme and FPA
Equatorial Guinea		0.4	2.5	5.7	○	◓	○	No services
Ethiopia	●	34.7	2.5	6.7	●	○	⊕	FP integrated with MCH and general health services with direct FPA involvement
Gabon		0.6	1.5	4.7	○	◓	○	Some contraceptives at pharmacies
Gambia	●	0.7	2.6	6.4	●	●	⊕	Through govt health services and FPA
Ghana	●	13.3	3.3	6.7	●	●	⊕	Through govt programme, FPA and other organizations
Guinea		5.6	2.7	6.2	○	◓	⊙	Plans to introduce FP within MCH
Guinea-Bissau		0.6	1.8	5.4	◒	○	⊙	Plans for a pilot MCH/FP programme
Ivory Coast	△	9.1	3.2	6.7	◒	○	○	At private clinics and pharmacies
Kenya	●	20.2	4.1	8.1	●	●	⊕	Through govt programme, FPA and other organizations
Lesotho	●	1.5	2.5	5.4	●	●	⊕	Mainly through FPA; govt services being extended
Liberia	●	2.3	3.6	6.9	●	○	⊕	Through govt programme; some FPA services through govt clinics
Libya		3.5	3.9	7.2	◒	○	⊖	Contraceptives available privately on specified indications only
Madagascar	●	9.8	2.8	6.1	●	○	○	Limited govt and some FPA services
Malawi		7.1	3.4	7.0	◒	○	⊖	Limited services through govt and private doctors
Mali	●	7.8	2.8	6.7	◒	◒	⊕	FP being integrated with MCH; some govt and FPA services
Mauritania		1.8	2.9	6.9	◒	◒	○	Some contraceptives at pharmacies
Mauritius	●	1.0	1.6	2.8	●	●	⊕	Through govt programme, FPA and other organizations
Morocco	●	23.1	3.2	6.4	●	●	⊕	Through govt programme; some FPA services
Mozambique		11.7	2.8	6.1	◒	○	⊕	FP being integrated with MCH
Niger		6.0	3.0	7.1	◒	◒	⊙	No services
Nigeria	●	93.0	3.4	6.9	◒	○	⊕	FP being integ. in health service; some services through govt, FPA and other orgs.

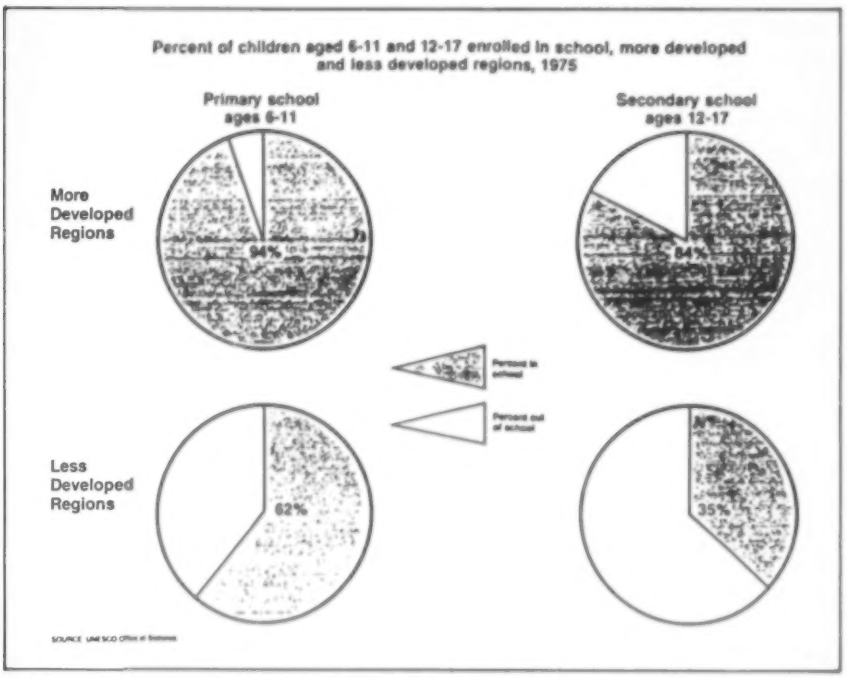
Source: International Planned Parenthood Federation. *Fertility and Family Planning : A 1984 People Wallchart.* London. IPPF, 1984

Using tables to organise data



Using bar chart to organise data

Source: Population Reference Bureau. *Children in the World*, by Magda McHale, John McHale with Guy Streatfield. Washington D.C., Population Reference Bureau, 1979, p. 57



Using pie chart to organise data

Source: Population Reference Bureau. *Children in the World*, by Magda McHale, John McHale with Guy Streatfield. Washington D.C., Population Reference Bureau, 1979, p. 55

F. TRANSLATION OF MATERIALS

The language barrier poses one of the greatest challenges to the flow of information in population education programmes. On a national scale, the problem exists when different local dialects are used in a country. In the international level, the language barrier becomes a more complex problem and affects the work of regional and international population education information centres.

Translations should be tailored to the needs of specific working groups in the population field: medical doctors, field workers, researchers and teachers. Translators are advised to consider the following points before undertaking a translation assignment: the availability of standard tools for translation, such as dictionaries and thesauri; the need to avoid the tendency to over simplify a translation, and to take into account the socio-economic variables and cultural factors related to population education; the importance of co-operating with demographers and population experts; and the need to limit the translation of comprehensive publications to relevant parts only.[14]

Guidelines[15]

a. IDENTIFICATION OF TARGET USERS

Identify target users so that priorities can be set and an appropriate style of translation adopted.

b. SURVEY OF EXISTING POPULATION EDUCATION MATERIALS

Make an inventory of materials that will be useful to translate. The range of such materials include those written within the last five years on population education-related topics, but does not preclude classic work at a later stage; sample curriculum materials with well defined methodologies; unpublished manuscripts; texts of high professional quality; source books on population education; basic technical works on demography; surveys and studies relevant to the country and to some neighbouring countries; current statistical information and census reports; reference lists and bibliographies; and recommendations made by international agencies on population education matters.

c. FEASIBILITY STUDY OF A TRANSLATION PROGRAMME

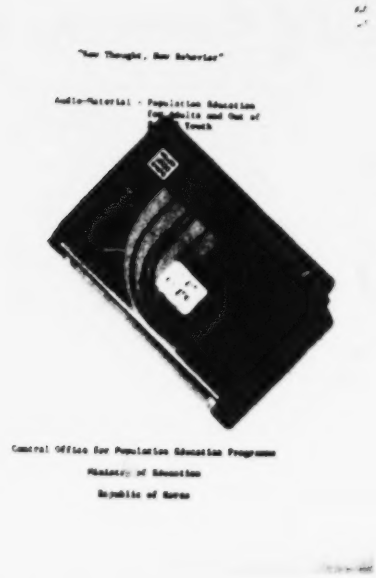
Look into the availability of translators and translation facilities, and explore the feasibility of commercial publishing and sale of translated materials. Co-ordinate requests for translated materials from external/internal agencies. Evaluate the selection of materials, the quality of the translation and the usefulness of the programme.

d. CLOSE CO-OPERATION BETWEEN LINGUISTS AND DEMOGRAPHERS

Promote close co-operation between linguists and demographers. If possible, the translation should be done in two stages, as follows: first, the translation should be undertaken by a population education subject specialist; and secondly, it should be edited by a linguist.

Following are two examples of population education materials which have been translated to promote their wider circulation. The first one is an audio production translated from Korean to English, while the glossary is a translation of population education, family planning and demographic terms, from English to Chinese. The latter type of translation activity requires close co-ordination among demographers and/or subject specialists and linguists as it concerns the translation of value-laden terminologies.

—EXAMPLES— OF TRANSLATED MATERIALS



1) **New Thought, New Behaviour.** This is an audio production which is a part of a population education programme for adults produced by the Korean Institute for Research in Behavioural Science, with the financial support of the Central Office for Population Education Programme. While the package programme series consists of a set of printed materials, cartoons, slides and audio tapes, only the audio tapes have been translated into English because of their well-defined methodology or technique in discussing the issue of family size. Child rearing, a topic that is surrounded by taboos and traditional values, is dealt with by presenting the pros and cons in a manner that fosters the examination and clarification of values.

In the opening scene, two friends meet after a long separation and engage in a dialogue on the subject of children. Their exchange reveals that, although both persons are themselves the parents of three children, there remain serious inhibitions in discussing of family size, a subject that has been traditionally taboo.

The second part of the work, focusing on a dialogue between a man and a woman, depicts the shortcomings of traditional values that have shaped social attitudes towards child rearing. The views of a professional family counsellor and various elderly people are taken into account. As the presentation approaches its conclusion, the audience, whose thinking has been patterned after traditional concepts, is now confronted with a question of pragmatic and critical significance, that is, the pursuit of individual action in planning a family.

2) A glossary of terms in population education, demography and family planning, translated from English to Chinese, aims to resolve the considerable confusion and misinformation arising from the different Chinese interpretations of many population terms.

G. DIRECTORIES AND INVENTORIES

Directories and inventories provide direct users with a handy guide to appropriate sources of population education information. They also help population education information centres to effectively perform their referral services. However, directories and inventories sometimes suffer from a common oversight – that of citing organisations, projects, activities, names of officials, etc. without first verifying their present status.

In population education, directories have been produced on the following topics: agencies engaged in population education programmes, demographic research centres, population research and family planning training centres, agencies offering IEC assistance and services, population education information and library resources, training centres for out-of-school population education, donor agencies, etc.

Profiles of institutions include the following entries: name and address, name of contact person, staffing, date of establishment, aims, structure, financial resources, activities, publications, facilities, etc.

- Major entries in profiles of training institutions are the contents of the courses, requirements for admission, teaching materials, training facilities, sources of fellowships, training staff, etc.

- Special entries in profiles of libraries and information services are the contents and size of their collection, the arrangement of entries, the classification system, the information services offered, audio-visual facilities, publications, dissemination services, etc.

Inventories are more commonly used to list down materials, publications, projects and names of important personalities. Inventories in population education generally cover the following materials: IEC materials on population education; research studies; projects; experts; consultants; and events (i.e. training programmes, conferences, meetings).

Guidelines

a. ESTABLISHING THE PURPOSE AND IDENTIFYING THE USERS OF THE DIRECTORY OR INVENTORY

Is the directory or inventory going to be used for staff development purposes? Is it meant to guide trainers in tapping the facilities and

resources of other training centres? Is it going to help librarians and information workers in maximising existing resources and in promoting the flow and exchange of information? Is it intended for those who want to set up a population education programme and need to know where to seek financial assistance, whom to tap as consultants, etc.

b. ESTABLISHING THE CRITERIA FOR THE SELECTION OF ENTRIES

Decide on the scope of the directory/inventory. Will it be a comprehensive listing of all organisations/materials/persons involved in a subject area or will such listing be limited to certain levels of seniority, achievement, etc.? Will it include institutions which have undergone substantial organisational changes?

Decide on the time range. Will the directory date back to the inception of the population education programme, or will it restrict itself to a certain time reference? Will it include organisations which are in the progress of being established at the time of the preparation of the directory or inventory.?

Decide on the geographic coverage. Will it be nationwide or worldwide? Will it be regional?

c. DATA GATHERING

Decide on the best method to gather data. Will there be personal interviews, surveys using questionnaires, or analysis of secondary data? Items to be included in the questionnaire should be thoroughly selected. For institutions, the following should be included: name, address, contact person, staff, language used, date of establishment, structure, financial resources, membership, activities, publications, facilities, contents, etc. For an inventory of personalities, the following should be included: name, place and date of birth, address, civil status, positions, educational attainment, language spoken, activities, positions, organisations, honours and awards, publications and other contributions, principal areas of professional interest and preferred mailing address.

Conduct a survey if the size of the respondents is small. Use strategically located intermediaries to survey big groups of respondents.

d. FINALISING THE DATA

Check the directory for missing information, unanswered questions, or incomplete data. Return incomplete questionnaires to respondents or re-interview respondents to complete the survey.

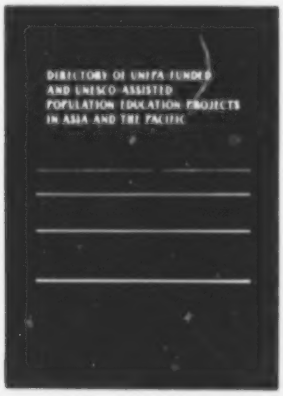
e. PRESENTATION

Structure the directory according to country, subject area, type of material or organisation, etc.

In the introduction or preface, explain the criteria used in the selection of items included in the directory or inventory, and report on the response rate to the survey.

Following is a description of how a directory is prepared, showing the choice of format or arrangement of entries.

—EXAMPLES— OF DIRECTORIES AND INVENTORIES



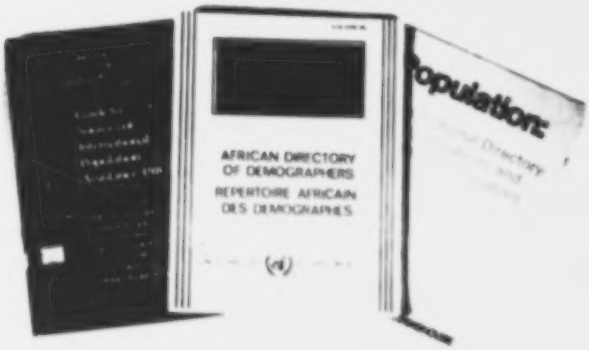
1) Directory of UNFPA-Funded and Unesco-Assisted Population Education Projects in Asia and the Pacific*

This Directory shows, at a glance and by country, the UNFPA- and Unesco-assisted organisations engaged in population education in Asia and the Pacific. In addition to giving an idea of the scope of population education programmes in this region, it also aims to inform readers of the various activities and accomplishments in this field. The intention is to generate readers' interest and thereby motivate them to contact these organisations and exchange information and materials with them, in order to learn from their experiences.

This first edition includes projects carried out from 1979 to the present Whenever possible, on-going projects which may have been funded prior to 1979 are shown. In some cases, however, only information about new projects is provided.

Information given here has been mostly obtained from secondary sources, mainly from project documents and progress reports. The preliminary manuscript has been sent to the countries included in the Directory, for correction, updating and adding of new information.

The entries are classified alphabetically by country. The description of each project provides the title of the project, its duration, implementing unit, contact person and address, funding source, executing agency, objectives, scope and major achievements. For the purpose of this directory, the major achievements of each organisation are highlighted in the following areas: institutionalisation, curriculum and materials development, orientation or training, research and evaluation, and information and documentation support. The addresses of population education sub-offices or branches in the state, regional, provincial or district levels, as the case may be, are also included in this directory.



2) African Directory of Demographers, published by the United Nations Commission for Africa.

3) Directory of Organisations and Institutions with Activities in Population and Family Planning in Thailand published by the Thai Population Clearing House/Documentation Centre, National Family Planning Programme.

4) Research, Teaching, Training in Demography, A Directory of Institutions in the ESCAP Region, published by ESCAP, 1975.

5) Guide to the Sources of International Population Assistance 1982 published by UNFPA.

* Unesco. Population Education Programme Service. *Directory of UNFPA-Funded and Unesco-Assisted Population Education Projects in Asia & the Pacific*. Bangkok, 1984.

A sample page of a Directory*

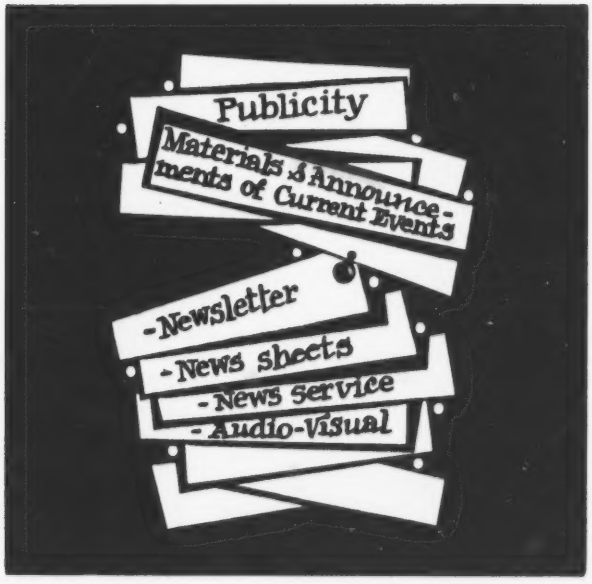
I. ASIA

AFGHANISTAN

1. *Title of Population Education Project*	:	Family Life Education Through Mass Education Programme (AFG/78/P08)
2. *Duration*	:	1979-1985
3. *Implementing Unit*	:	General Agency for Literacy Campaign (GALC) Ministry of Education
4. *Contact Person and Address:*		Dr. Batenshah Zafarsai President General Agency for Literacy Campaign Ministry of Education Kabul, Afghanistan
5. *Funding Source*	:	UNFPA and Government
6. *Executing Agency*	:	Unesco
7. *Description*		
7.1. *Objectives*	:	a) To design and organize functional literacy programmes for rural and urban women related to family health, better family living and family guidance. b) To design and develop post-literacy materials and activities related to better family living, family guidance and family health for literate women in urban and rural areas. c) To incorporate essential elements of population and environmental education, better family living and family relationships in functional literacy and post-literacy activities being designed for men.
7.2. *Scope*	:	Out-of-school programme (General literacy programme, women's programme, agriculture and co-operative programme, complementary education programme, out-of-school children programme).

- 1 -

* *Source:* Directory of UNFPA-funded and Unesco-Assisted Population Education Projects in Asia & the Pacific.



H. PUBLICITY MATERIALS AND ANNOUNCEMENTS OF CURRENT EVENTS AND PROGRAMME ACTIVITIES

These make users aware of current activities and projects in population education, the availability of information and materials, and new opportunities to participate in various types of events. Some examples are the newsletter, news sheets and other publicity materials.

1. Newsletter

This is the most popular medium for conveying capsules of current events, activities, publications, research studies and news about staff and personalities in population education. Almost all population education information centres, from the smallest ones to those working at national and international levels, issue newsletters on a regular basis, i.e. bi-monthly, quarterly or bi-annually.

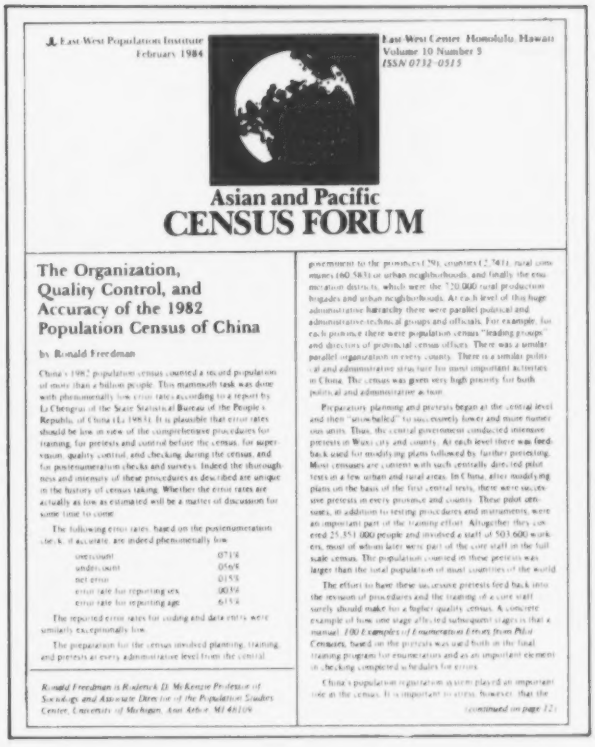
Of the different types of repackaging activities, the newsletter appears to have the widest readership because of the human interest it generates. The news stories are timely and locally relevant. They make good reading because of their focus on people, events, interesting reports/findings, and other topical subjects.

Newsletters are generally short and their news stories are brief. Although compact, a newsletter should nevertheless be able to provide a round-up of various events in the different aspects of a population education programme. These may include management or policy issues, training, research publications and other materials developed.

The content of a newsletter depends on its objectives. Is the newsletter primarily intended to announce meetings, workshops, social events, staff changes, etc.? Or is it meant to be instructional in nature? Is it scientific or technical?

Following are examples of newsletters with different contents and layout designs or format, and produced based on different objectives.

—EXAMPLES— OF NEWSLETTERS



East-West Population Institute
February 1984

East-West Center, Honolulu, Hawaii
Volume 10 Number 5
ISSN 0732-0515

Asian and Pacific
CENSUS FORUM

The Organization, Quality Control, and Accuracy of the 1982 Population Census of China

by Ronald Freedman

China's 1982 population census counted a record population of more than a billion people. This mammoth task was done with phenomenally low error rates according to a report by Li Chengrui of the State Statistical Bureau of the People's Republic of China (Li 1983). It is plausible that error rates should be low in view of the comprehensive procedures for training, for pretests and control before the census, for supervision, quality control, and checking during the census, and for postenumeration checks and surveys. Indeed the thoroughness and intensity of these procedures as described are unique in the history of census taking. Whether the error rates are actually as low as estimated will be a matter of discussion for some time to come.

The following error rates, based on the postenumeration check, if accurate, are indeed phenomenally low.

overcount	071%
undercount	056%
net error	015%
error rate for reporting sex	003%
error rate for reporting age	615%

The reported error rates for coding and data entry were similarly exceptionally low.

The preparation for the census involved planning, training, and pretests at every administrative level from the central government to the province (29), counties (2,761), rural communes (60,583) or urban neighborhoods, and finally the enumeration districts, which were the 720,000 rural production brigades and urban neighborhoods. At each level of this huge administrative hierarchy there were parallel political and administrative-technical groups and officials. For example, for each province there were population census "leading groups" and directors of provincial census offices. There was a similar parallel organization in every county. There is a similar political and administrative structure for most important activities in China. The census was given very high priority for both political and administrative action.

Preparatory planning and pretests began at the central level and then "snowballed" to successively lower and more numerous units. Thus, the central government conducted intensive pretests in Wuxi city and county. At each level there was feedback used for modifying plans followed by further pretesting. Most censuses are content with such centrally directed pilot tests in a few urban and rural areas. In China, after modifying plans on the basis of the first central tests, there were successive pretests in every province and county. These pilot censuses, in addition to testing procedures and instruments, were an important part of the training effort. Altogether they covered 25,551,000 people and involved a staff of 503,600 workers, most of whom later were part of the core staff in the full scale census. The population counted in these pretests was larger than the total population of most countries of the world.

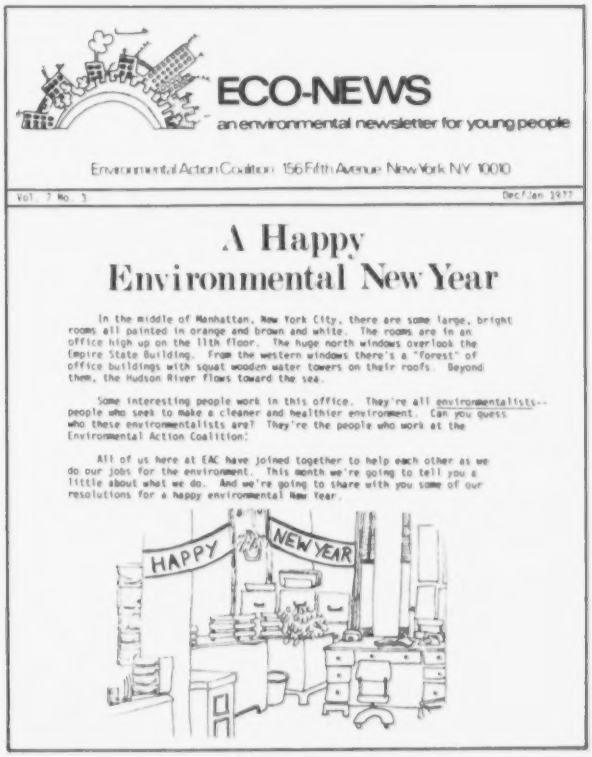
The effort to have these successive pretests feed back into the revision of procedures and the training of a core staff surely should make for a higher quality census. A concrete example of how one stage affected subsequent stages is that a manual, *100 Examples of Enumeration Errors from Pilot Censuses*, based on the pretests was used both in the final training program for enumerators and as an important element in checking completed schedules for errors.

China's population registration system played an important role in the census. It is important to stress, however, that the

(continued on page 12)

Ronald Freedman is Roderick D. McKenzie Professor of Sociology and Associate Director of the Population Studies Center, University of Michigan, Ann Arbor, MI 48104.

A technical newsletter that includes reports of censuses, population surveys and research findings written in academic and research-oriented language.



ECO-NEWS
an environmental newsletter for young people

Environmental Action Coalition 156 Fifth Avenue New York, NY 10010

Vol. 7 No. 3 Dec/Jan 1977

A Happy Environmental New Year

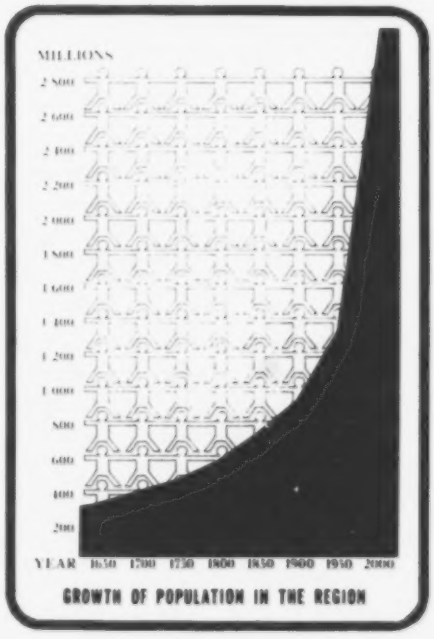
In the middle of Manhattan, New York City, there are some large, bright rooms all painted in orange and brown and white. The rooms are in an office high up on the 11th floor. The huge north windows overlook the Empire State Building. From the western windows there's a "forest" of office buildings with squat wooden water towers on their roofs. Beyond them, the Hudson River flows toward the sea.

Some interesting people work in this office. They're all environmentalists--people who seek to make a cleaner and healthier environment. Can you guess who these environmentalists are? They're the people who work at the Environmental Action Coalition!

All of us here at EAC have joined together to help each other as we do our jobs for the environment. This month we're going to tell you a little about what we do. And we're going to share with you some of our resolutions for a happy environmental New Year.

A practical and instructional newsletter that includes sample lessons and teaching methodologies in teaching environmental education. Written in simple and readable language, this newsletter is well illustrated.

POPULATION EDUCATION
in Asia and the Pacific
NEWSLETTER



GROWTH OF POPULATION IN THE REGION

Number 21, 1984

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"Governments should plan and work to bring about a global society that is secure and viable, one in which individuals can develop their full potential free from the capricious inequalities of development and threats of environmental degradation. This should be done without violating the dignity and freedom of the human person and by giving all people the knowledge and the means to bring forth only the children for whom they can provide the fullest opportunities for growth. Education should enhance this vision as the motive of all human efforts in population."

From Rafael Salas, Secretary-General of the 1984 International Conference on Population.

Published under UNFPA project RAS/74/P02

UNESCO

Population Education Programme Service

Unesco Regional Office for Education in Asia and the Pacific

P.O. Box 1425, General Post Office, Bangkok 10500, Thailand

This is a regional newsletter on population education which presents a round-up of events in Asia and the Pacific. It carries regular sections on activities in the region and in individual countries, and on population education activities of the Population Education Programme of Unesco. It also carries Discussion Forum, focusing on latest issues and trends, reviews of recent population education publications, and samples of innovative materials in the region.

LABOUR AND POPULATION ACTIVITIES

IN ASIA AND THE PACIFIC

JUNE 1984 | Published by the ILO Labour and Population Team for Asia and the Pacific | No. 16

Khanna Transferred To Geneva

Mr. D.L. Khanna, Chief of the ILO Labour and Population Team for Asia and the Pacific (LAPTAP) for the past two years, has been transferred to the post of the Chief of the Asia and the Pacific Department Relations Unit at ILO Headquarters in Geneva.

Mr. Khanna assumed his new responsibilities on 1 June 1984.

For the past 12 years, Mr. Khanna has been in the ILO's Population Programme, initially playing the role of an architect of LAPTAP in the early 1970s and later having responsibility for population and family welfare education in Asia and in other regions in the Population and Labour Policies Branch (EMP/POP), Employment and Development Department, ILO, Geneva.

Mr. D.H. Greve, who retired from the ILO as the Chief of LAPTAP in 1982, has been recalled to act as Chief of Team pending a new appointment.

Dr. Pernia Joins LAPTAP

Dr. Ernesto M. Pernia has been appointed Adviser on Population and Employment Policy and Research, ILO Labour and Population Team for Asia and the Pacific (LAPTAP), Bangkok.

He assumed the post on 15 July after a briefing at the Population and Labour Policies Branch, Employment and Development Department, ILO, Geneva.

Of Philippine nationality, Dr. Pernia was the chairman of Economics Department at the School of Economics, University of the Philippines. He received a Ph.D. degree in economics and demography from the University of California, Berkeley.

An important aspect of family welfare education for women in Nepal is the provision of safe drinking water for their families. For many people in developing countries this is one of the most difficult problems to cope with. Nepal is no exception. Figures for 1980 indicate that approximately three out of five people in developing countries do not have easy access to safe drinking water. (Photo: WHO/UNICEF/B. Wolff)

Projects in Nepal

Two Courses Held For Women Trainers

Two courses for women trainers were held recently in Kathmandu, Nepal, under the following two ILO/UNFPA-assisted projects:

- Introduction of Family Planning through Day Care Centres for Women Factory Workers; and
- Introduction of Population Education through Cottage Industry for Women.

The training courses, at which technical assistance was provided by LAPTAP, placed particular emphasis on practical family welfare issues such as water, nutrition, personal hygiene, maternal and child health, cleanliness, family budgeting and family planning.

The training course under the first mentioned project was designed to train 25 members of the Business and Professional Women's Club (BPWC) to serve as trainers in the family welfare education programmes integrated into day care centres for factory women workers. BPWC is currently operating three day care centres in major industrial districts of Nepal.

The latter project's train-

Continued Page 6

Population Unit In Sri Lanka Employers' Body

A population unit will be established in the Employers' Federation of Ceylon (EFC), Colombo, Sri Lanka, in the third quarter of 1984. The unit is expected to start functioning from 1 September.

For the initial two years, the unit will be financially assisted by LAPTAP from ILO funds.

The primary task of the unit will be to motivate and persuade employers and managers to undertake plant level population/family welfare education/services programmes at their establishments.

The unit will be manned by a Population Officer, who will have the rank of an Assistant Secretary of EFC.

The establishment of the proposed unit in the EFC is part of LAPTAP's endeavour to strengthen the involvement of employers' organisations in the national population and family welfare programme.

A similar unit has already been established in the Korean Employers Federation (KEF) in Seoul. Such units are also being planned in Bangladesh and India.

PHD Chamber Of Commerce Sets Up FW Foundation

The Punjab, Haryana and Delhi (PHD) Chamber of Commerce and Industry has set up a voluntary organisation "PHD Family Welfare Foundation" to undertake family welfare education/family planning activities at industrial establishments in different parts of the country.

On 24 April, the Chamber conducted a "health check-up camp" during which 1,600 people underwent tests for blood sugar, urea, cholesterol, haemoglobin and other clinical purposes.

Mr. Jaswant Rai, Chairman, Family Welfare Committee of the Chamber, said that the Foundation is designed to effectively undertake family welfare activities in Delhi in collaboration with the Government, ILO and Directorate of Health Services, Delhi.

The PHD Chamber of Commerce also published and distributed to its members a publication entitled "Family Welfare in the Organised Sector: Strategy and Experiences".

UNFPA Approval

The United Nations Fund for Population Activities (UNFPA) has approved a project proposal for research on internal migration in India.

Entitled "Policy Research on Internal Migration in India", the ILO-executed project is designed to study the process, volume and rate of migration in India in three selected States with a view to pinpointing the policy implications and enabling appropriate policy formulation by the Government.

What's Inside

- Worker Communicators Vital Change Agents in Factory-Based Programmes
- Project Strategies Reviewed (2) – Korea

A newsletter which follows the size and format of a daily newspaper, this is printed in five columns and is larger than the usual newsletter.

2. News Sheets

News sheets are printed on simple paper and are usually mimeographed, to minimise costs and save time in preparation and delivery.

Essentially news sheets are a shorter version of a newsletter and consists of no more than four pages. News sheets contain recent news events which require immediate transmission. These events may have occurred after the publication of a newsletter or they may be of such urgency that they cannot be held back until the next issue of the newsletter. In other cases, news sheets are published in place of a newsletter.

The format of news sheets is simple (usually photos are not used) and the news items are shorter than those found in a newsletter.

Guidelines for newsletters and news sheets

a. DEFINITION OF OBJECTIVES

Are the publications going to be used as publicity materials? As instructional materials? As technical references?

b. DETERMINING THE CONTENTS

As a start, make an inventory of the various activities and components of a population education programme (e.g. training, research, policy making, IEC, curriculum development, classroom training, etc.) Under each component, list down all possible activities that are being undertaken. Avoid over-emphasising any one activity, seek a balance in the treatment of the content.

c. GATHERING OF DATA

Once the contents have been lined-up, specific news topics are listed, their sources are identified, and the method of gathering information is selected. News stories can be based on personal interviews, on articles/commentaries requested from various sources, on secondary sources, such as other newsletters, research reports, reports of meetings, and others. The most effective method of gathering information is through regular contributions by an organised network of correspondents.

d. WRITING THE NEWS STORIES

Regardless of the type of story – straight news, features, or analytical reports – the style of writing should be simple and crisp. Observe thoroughness, clarity and brevity in reporting.[16]

Avoid editorialising. Report the news, not personal views. Speak of facts, not of personal feelings.

The lead should include information that answer the questions who, what, where, when and how. Facts should be reported in the order of their importance, with the least significant details incorporated in the later paragraphs. While contributing to clarity, this also ensures that the earlier paragraphs which contain the story's main facts remain intact, in case the story has to be cut due to space limitations.

e. LAYOUT DESIGN

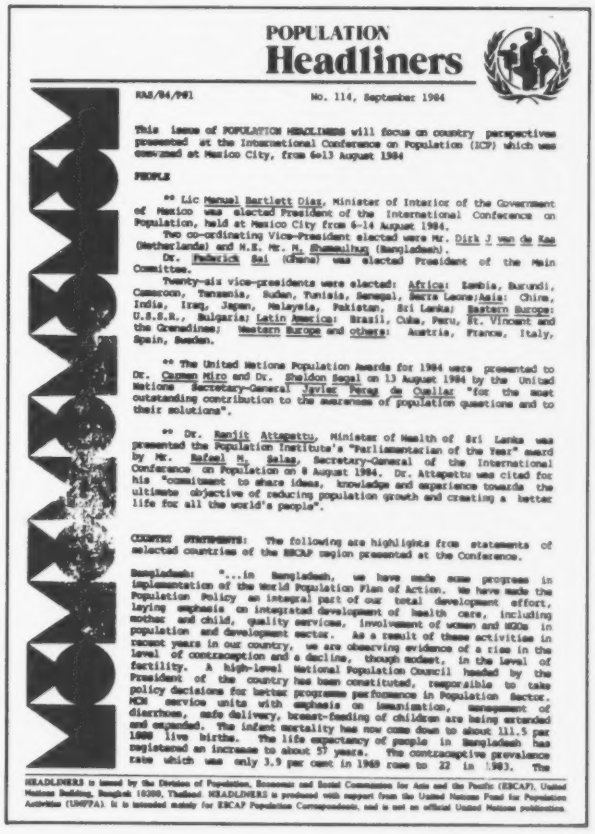
This refers to topographic requirements, such as the size of the newsletter (typically newsletters measure 8½" by 11"); the style (will the newsletter use various kinds of type faces, will the headlines be in bold type faces, will there be a lot of photographs); the shape (will a page be divided into two or three columns, will it be divided into sections, will some news stories be boxed).

Make a dummy sheet, showing the positioning of news stories, photos and illustrations.

Edit and proofread.

Following are two good examples of news sheets illustrating simplicity of format and brevity of news items.

—EXAMPLES— OF NEWS SHEETS



POPULATION
Headliners

RAS/84/P01 No. 114, September 1984

This issue of POPULATION HEADLINERS will focus on country perspectives presented at the International Conference on Population (ICP) which was convened at Mexico City, from 6-13 August 1984

PEOPLE

** Lic Manuel Bartlett Diaz, Minister of Interior of the Government of Mexico was elected President of the International Conference on Population, held at Mexico City from 6-14 August 1984.

Two co-ordinating Vice-Presidents elected were Mr. Dirk J van de Kaa (Netherlands) and H.E. Mr. M. Shamsulhaq (Bangladesh).

Dr. Frederick Sai (Ghana) was elected President of the Main Committee.

Twenty-six vice-presidents were elected: Africa: Zambia, Burundi, Cameroon, Tanzania, Sudan, Tunisia, Senegal, Sierra Leone;Asia: China, India, Iraq, Japan, Malaysia, Pakistan, Sri Lanka; Eastern Europe: U.S.S.R., Bulgaria; Latin America: Brazil, Cuba, Peru, St. Vincent and the Grenadines; Western Europe and others: Austria, France, Italy, Spain, Sweden.

** The United Nations Population Awards for 1984 were presented to Dr. Carmen Miro and Dr. Sheldon Segal on 13 August 1984 by the United Nations Secretary-General Javier Perez de Cuellar "for the most outstanding contribution to the awareness of population questions and to their solutions".

** Dr. Ranjit Attapattu, Minister of Health of Sri Lanka was presented the Population Institute's "Parliamentarian of the Year" award by Mr. Rafael M. Salas, Secretary-General of the International Conference on Population on 8 August 1984. Dr. Attapattu was cited for his "commitment to share ideas, knowledge and experience towards the ultimate objective of reducing population growth and creating a better life for all the world's people".

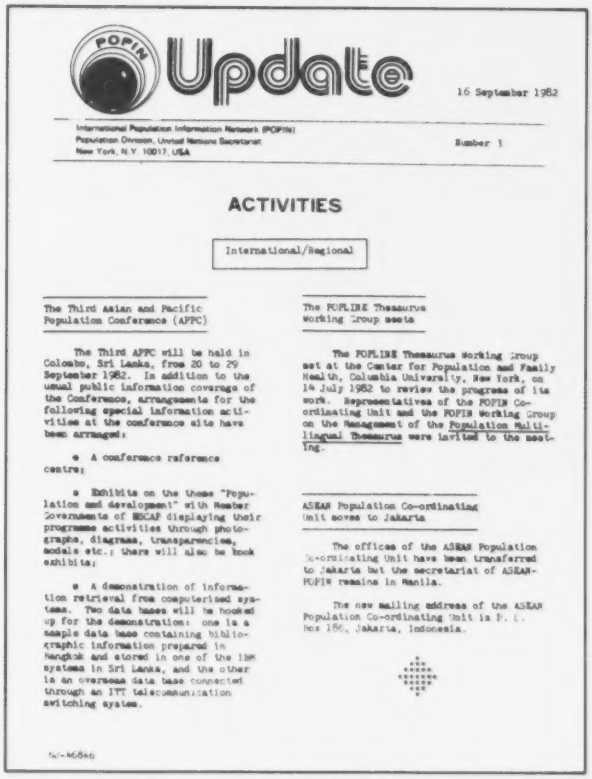
COUNTRY STATEMENTS: The following are highlights from statements of selected countries of the ESCAP region presented at the Conference.

Bangladesh: "...in Bangladesh, we have made some progress in implementation of the World Population Plan of Action. We have made the Population Policy an integral part of our total development effort, laying emphasis on integrated development of health care, including mother and child, quality services, involvement of women and NGOs in population and development sector. As a result of these activities in recent years in our country, we are observing evidence of a rise in the level of contraception and a decline, though modest, in the level of fertility. A high-level National Population Council headed by the President of the country has been constituted, responsible to take policy decisions for better programme performance in Population Sector. MCH service units with emphasis on immunization, management of diarrhoea, safe delivery, breast-feeding of children are being extended and expanded. The infant mortality has now come down to about 111.5 per 1000 live births. The life expectancy of people in Bangladesh has registered an increase to about 57 years. The contraceptive prevalence rate which was only 3.9 per cent in 1969 rose to 22 in 1983. The

HEADLINERS is issued by the Division of Population, Economic and Social Commission for Asia and the Pacific (ESCAP), United Nations Building, Bangkok 10200, Thailand. HEADLINERS is produced with support from the United Nations Fund for Population Activities (UNFPA). It is intended mainly for ESCAP Population Correspondents, and is not an official United Nations publication.

Population Headliners, published by the Population Division of ESCAP.

Briefly reported here are news items under the following sections: people, country news, regional and world news, and other regular sections. A sub-regional news supplement is normally published together with the *Headliners*. An example is *"Headliners: ASEAN"*, which is a compilation of various population news around ASEAN.



POPIN **Update**

16 September 1982

International Population Information Network (POPIN)
Population Division, United Nations Secretariat
New York, N.Y. 10017, USA

Number 1

ACTIVITIES

International/Regional

The Third Asian and Pacific Population Conference (APPC)

The Third APPC will be held in Colombo, Sri Lanka, from 20 to 29 September 1982. In addition to the usual public information coverage of the Conference, arrangements for the following special information activities at the conference site have been arranged:

- A conference reference centre;
- Exhibits on the theme "Population and development" with Member Governments of ESCAP displaying their programme activities through photographs, diagrams, transparencies, models etc.; there will also be book exhibits;
- A demonstration of information retrieval from computerized systems. Two data bases will be hooked up for the demonstrations: one is a sample data base containing bibliographic information prepared in Bangkok and stored in one of the IBM systems in Sri Lanka, and the other is an overseas data base connected through an ITT telecommunication switching system.

The POPLINE Thesaurus Working Group meets

The POPLINE Thesaurus Working Group met at the Center for Population and Family Health, Columbia University, New York, on 14 July 1982 to review the progress of its work. Representatives of the POPIN Co-ordinating Unit and the POPIN Working Group on the Management of the Population Multilingual Thesaurus were invited to the meeting.

ASEAN Population Co-ordinating Unit moves to Jakarta

The offices of the ASEAN Population Co-ordinating Unit have been transferred to Jakarta but the secretariat of ASEAN-POPIN remains in Manila.

The new mailing address of the ASEAN Population Co-ordinating Unit is P. O. Box 156, Jakarta, Indonesia.

POPIN Update, published by the International Population Information Network, UN Secretariat.

This is issued mainly to POPIN members to keep them informed of current events in the population information field. The news items are short and varied, ranging from news on international activities to new publications.

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3. News service and publicity materials

These provide the print and broadcast media with current, ready-to-print or ready-to-broadcast news and feature articles on population education. A media service is generally a package of news releases.

Guidelines[17]

a. USE OF THE INVERTED PYRAMID AS A WRITING TECHNIQUE

The news value of a press release is based by editors and radio broadcasters on the content of the lead paragraph, which should contain information answering the questions who, what, when, where, why and how. After the lead, other details are reported in the order of their importance.

The reporting should be accurate, clear, thorough, objective, concise and appealing.

b. PRESENTATION

Press releases should indicate the name and telephone number of the source, and the date of the release. There should be sufficient top margin to allow space for the editor to write in the headline.

c. NUMBER OF TOPICS PER PRESS RELEASE

Ideally, a press release should be limited to one topic only. If there are several topics that need to be reported, they should be written as separate press releases and are distributed at different times. However, these releases may also be compiled in one packet or folder.

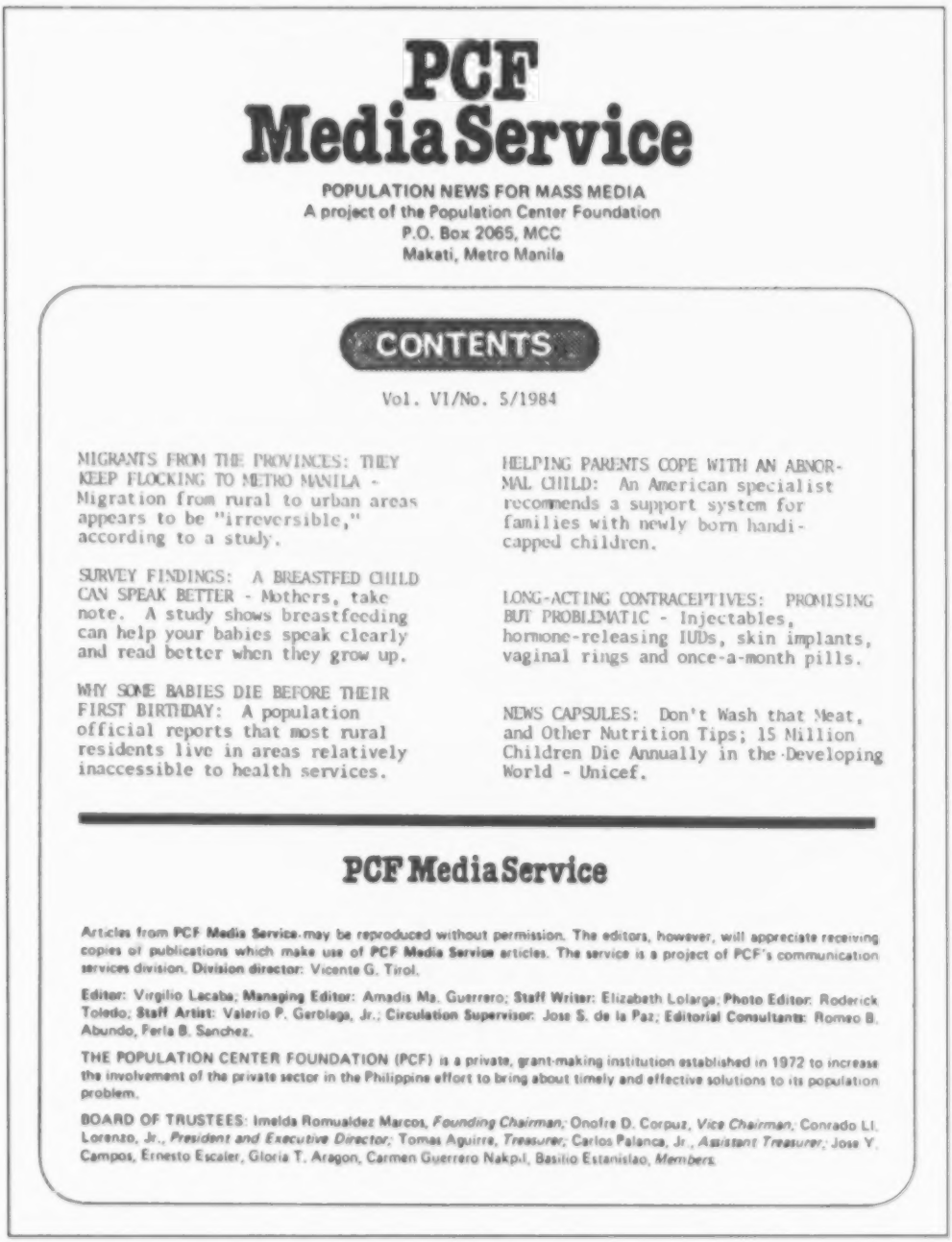
d. LIAISING WITH THE PRINT AND BROADCAST MEDIA

Avoid using influence to get a story used. To call the attention of the print and broadcast media to the news value of population education-related press releases, point out to editors and broadcasters the nature and objective of population education programmes and the role of the press and broadcast media in relation to them.

Based on their agreement to support the promotion of population education programmes, work out an arrangement whereby press releases and other publicity materials are sent on a regular basis.

Following are examples of news service and publicity materials.

—EXAMPLES—
OF
NEWS SERVICE AND PUBLICITY MATERIALS



PCF Media Service

POPULATION NEWS FOR MASS MEDIA
A project of the Population Center Foundation
P.O. Box 2065, MCC
Makati, Metro Manila

CONTENTS

Vol. VI/No. 5/1984

MIGRANTS FROM THE PROVINCES: THEY KEEP FLOCKING TO METRO MANILA - Migration from rural to urban areas appears to be "irreversible," according to a study.

SURVEY FINDINGS: A BREASTFED CHILD CAN SPEAK BETTER - Mothers, take note. A study shows breastfeeding can help your babies speak clearly and read better when they grow up.

WHY SOME BABIES DIE BEFORE THEIR FIRST BIRTHDAY: A population official reports that most rural residents live in areas relatively inaccessible to health services.

HELPING PARENTS COPE WITH AN ABNORMAL CHILD: An American specialist recommends a support system for families with newly born handicapped children.

LONG-ACTING CONTRACEPTIVES: PROMISING BUT PROBLEMATIC - Injectables, hormone-releasing IUDs, skin implants, vaginal rings and once-a-month pills.

NEWS CAPSULES: Don't Wash that Meat, and Other Nutrition Tips; 15 Million Children Die Annually in the Developing World - Unicef.

PCF Media Service

Articles from **PCF Media Service** may be reproduced without permission. The editors, however, will appreciate receiving copies of publications which make use of **PCF Media Service** articles. The service is a project of PCF's communication services division. **Division director:** Vicente G. Tirol.

Editor: Virgilio Lacaba; **Managing Editor:** Amadis Ma. Guerrero; **Staff Writer:** Elizabeth Lolarga; **Photo Editor:** Roderick Toledo; **Staff Artist:** Valerio P. Gerblaga, Jr.; **Circulation Supervisor:** Jose S. de la Paz; **Editorial Consultants:** Romeo B. Abundo, Perla B. Sanchez.

THE POPULATION CENTER FOUNDATION (PCF) is a private, grant-making institution established in 1972 to increase the involvement of the private sector in the Philippine effort to bring about timely and effective solutions to its population problem.

BOARD OF TRUSTEES: Imelda Romualdez Marcos, *Founding Chairman;* Onofre D. Corpuz, *Vice Chairman;* Conrado Li. Lorenzo, Jr., *President and Executive Director;* Tomas Aguirre, *Treasurer;* Carlos Palanca, Jr., *Assistant Treasurer;* Jose Y. Campos, Ernesto Escaler, Gloria T. Aragon, Carmen Guerrero Nakpil, Basilio Estanislao, *Members.*

PCF Media Service, produced by the Population Centre Foundation, Philippines. This contains articles on various population-related topics which are geared for mass circulation newspapers and radio stations throughout the Philippines. The print editions come in two dialects, while the broadcast editions are issued in three dialects.

International Dateline

NEWS OF WORLD POPULATION AND DEVELOPMENT—A SERVICE FOR MASS MEDIA

August 1984

HARMONY. An International Conference became an International Chorus in Mexico City, August 6-14. Delegates from 149 countries met at the International Conference on Population (ICP) to evaluate progress made during the ten years since the last such meeting, held in Bucharest, and to set goals for the future. Rafael Salas, Secretary-General of the ICP, was the conductor of this 149-member orchestra, and although an occasional sour note was sounded during the first few days of the meeting, the final movement of the symphony was characterized by inspiring syncopation.

* * *

PROGRESS TOWARD THE GOALS announced in the World Population Plan of Action of 1974 was acknowledged by the delegates. While world population increased by 770 million since 1974, the global rate of population growth, for example, dipped from 2 percent to 1.67 percent annually. Still, the human race is increasing by more than 80 million people each year, and more than 70 million of the newcomers are in the developing nations whose resources are hardpressed to meet those people's needs.

FOUR MAIN THEMES were confronted at the ICP: 1) Fertility and the Family; 2) Mortality and Health; 3) Population, Resources, Environment and Development; and 4) Population Distribution and Migration. The delegates drafted 88 concrete recommendations for action to continue the job of bringing world population and global resources into a more equitable balance.

THE BASIC HUMAN RIGHT to family planning is contained in Recommendation 26 of the Conference report: "Governments should, as a matter of urgency, make universally available information, education and the means to assist couples and individuals to achieve their desired number of children."

WOMEN'S RIGHTS, ROLES AND STATUS were of major concern to the conferees. The preamble to the Conference report recognizes that "persisting inequalities between women and men are evident in the higher incidence of poverty, unemployment and illiteracy among women, the limited range of employment categories and responsibilities borne by women. At the same time," it continues, "it is increasingly recognized that socio-economic development is curtailed without the active participation of women in all fields of activity." Recommendation 5 of the ICP report urges the full integration of women into all phases of the development process, including planning, policy and decision-making, labelling these efforts of "paramount importance." The 1985 Nairobi Conference to review and appraise the achievements of the United Nations Decade for Women will provide a forum for the creation of new strategies to improve women's plight throughout the world.

* * *

THE POPULATION INSTITUTE
Communication Center • 777 United Nations Plaza, New York, N.Y. 10017, USA • (212) 687-3366

International Dateline, published by the Population Institute of the UN. This contains international news on population and development. An interesting feature of this service is the inclusion of a feature insert in every issue, so as to highlight important news items and call attention to their implications in the population programmes of countries in the region.

4. Audio-Visual Kit

Although costly to produce, audio-visual materials for motivation and information campaigns, training and educational programmes and publicity of population education programmes abound. This section will focus on slide-tape presentations which are commonly used by population education information centres.

Major uses of slide-tape presentations include the following:

- as a briefing material on the various activities and services of population education programmes and population education information centres
- as a publicity material for the activities and accomplishments of population education programmes in other countries
- as a supporting information material used by trainers, teachers and other practitioners to backstop their population education activities.

Slide-tape presentations are a good medium for conveying messages because of the remarkable synchronisation between the narration and the presentation of slides. Slides have excellent colour quality and are relatively inexpensive. They are also lightweight and are easy to carry and store. The sequencing of slides can be altered as required and outdated slides can be replaced with new ones.

The narration can be recorded on cassette tape, with beeps inserted at appropriate points corresponding to the sequencing of the slides. A slide-tape presentation can be stopped at any point to allow for discussion.

Guidelines[18]

a. IDENTIFICATION OF OBJECTIVES AND INTENDED AUDIENCE AND DETERMINING THE SUBJECT MATTER OF A SLIDE-TAPE PRESENTATION

Use data obtained from baseline research or survey to determine the subject and audience. In deciding on the objectives, ask if the intention is to inform, promote discussions, motivate, publicise services, create awareness, etc.

b. DETERMINING THE BUDGET AND LENGTH OF A SLIDE-TAPE PRESENTATION

The length of a slide-tape presentation depends not only on the objectives but also on the available budget.

c. ORGANISING THE MATERIAL AND THE PRODUCTION TEAM

If the budget allows, hire qualified personnel or contract the work to specialists. To save money, do some of the production work in-house, including the script writing and photography. The rest of the work can be contracted out. These may include taping and the processing of slides.

Make a synopsis or outline and a storyboard, which is a series of sketches or pictures visualising the sequence of the slide-tape presentation.

d. SCRIPT WRITING

Transfer the story board information to a script, which contains the full narration and directions for the art work or for filming.

The directions are structured in two parallel columns. One column is for audio (narration, sound effects, music), and the other is for visuals (instructions to the photographer or artist).

The script has four components: theme, organisation (a fast start, a strong middle, and a distinct conclusion), text (simple and concise), and technique (full use of available sound and appropriate visuals).

e. USE OF MUSIC AND DIALOGUE

The narration should be meaningful, with dialogue or music linking the scenes. The choice of music and the phrasing of the dialogue should build the mood and pace of the presentation. Variations in the use of sound can establish the transitions from one scene or location to the next.

f. PHOTOGRAPHIC TECHNIQUES

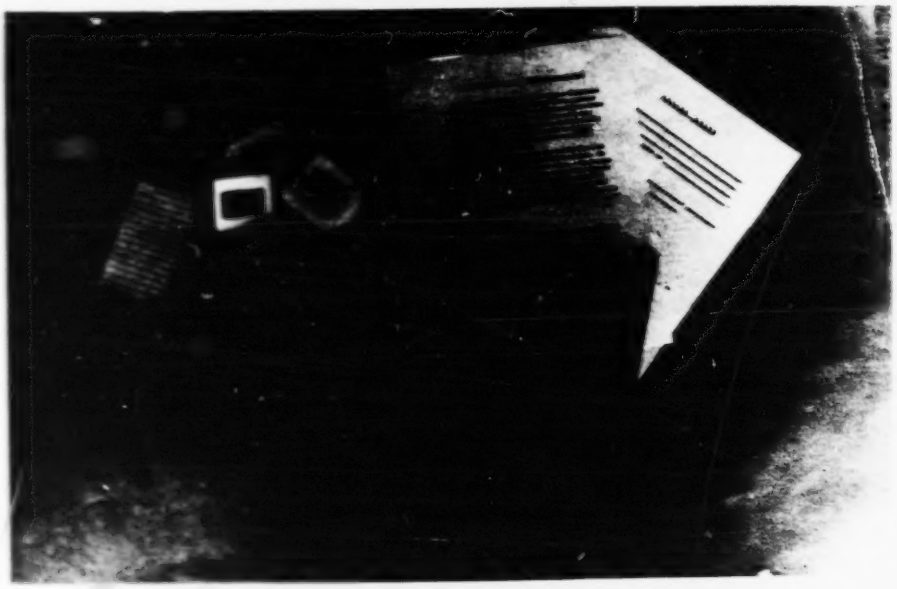
Alternate medium and long range shots with close-ups for interest and variety.

Following are two examples of slide-tape presentations. The first one is a short briefing/promotional material, while the second one is a training material.

—EXAMPLES— OF SLIDE-TAPE PRESENTATIONS

1) **Population Education Briefing Kit.** This presents the objectives and work of the Population Education Programme Service of the Unesco Regional Office for Education in Asia and the Pacific. A 20-minute, full-colour presentation, it enumerates the functions and role of the Population Education Programme Service in alleviating the problem of population growth in the region. It details the scope covered both in-school and out-of-school, the advisory services offered to countries in the region and the modalities of operation. The final part focuses on the achievements and impact of the population education programme in the region.

2) **Introducing Demography into Population Education.** This is a six-unit slide-tape presentation for training purposes. It examines some basic concepts of demography which are used in population education. This can be used either for teacher training or for classroom instruction. Unit I discusses how population information can be used in planning for the future. Unit II examines the concept of population, some types of population records, the ways by which population changes and the ways by which population growth is measured. Unit III examines some of the statistics used to describe population change. Unit IV discusses the composition and structure of population and the demographic transition. Unit V reviews past trends in population growth and makes predictions for the future, emphasising the role of the future generation in developing a rational balance between population and resources. Unit VI discusses the nature of population education, its objectives and scope and its various activities. This slide-tape presentation has been adapted and translated by various countries in the region, including India, the Philippines, Thailand, Malaysia and Indonesia.



The purpose of population education is to help students understand the interrelationships between population factors and human welfare - and to encourage them to act in a way that will improve the quality of life of the individual, the family and the nation. (Pause)

Our goal is to help our generation - and future generations - develop a rational balance between the growth of population and the growth of resources. Such a rational balance will lead to full and rewarding lives

Rational balance is a dynamic concept. The two ends of the balance scale are population growth and resource development. And both can be changed. To do this, our students will have to learn the skills of analysis, data collecting, critical thinking and then planning on the basis of relevant information.

Planning for the future is to be done not only at the national level; it needs to be done at the individual and family levels. Children of today will have to decide about their lives: about their family size, their work....

Demography is not just an academic exercise in population data. It is more than that. By giving us information about the past it can help us to take the right road towards a rational balance.

In schools, there are two ways to learn about relationships between population and resources. One way is to learn by rote - to simply memorize data.

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Six-set Slide-Tape Presentation On Introducing Demography into Population Education.

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